

| Activity/ Situation | COVID SECURE ARRANGEMENTS | | | | |
|---|--|---|--|---|----|
| Location | | | | | |
| Persons at Risk | Pupils <input checked="" type="checkbox"/> | Employees <input checked="" type="checkbox"/> | Visitors <input checked="" type="checkbox"/> | Contractors <input checked="" type="checkbox"/> | |
| HAZARD(S) | <p><i>Note: this list is not exhaustive and must be adapted for your own needs</i></p> <ul style="list-style-type: none"> ✗ Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed ✗ Social Distancing Measures Not Followed During Travel to and from School ✗ Inadequate Cleaning/Sanitising ✗ Shared Resources ✗ Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors ✗ Site User Becoming Unwell ✗ Site User Developing Symptoms ✗ Inadequate Hand Washing/Personal Hygiene ✗ Inadequate Personal Protection & PPE ✗ Visitors, Contractors & Spread of Coronavirus ✗ Inadequate Ventilation ✗ Arrangements for Boarding Schools During Pandemic | | | | |
| | CONTROL MEASURES | | ADDITIONAL INFORMATION | YES | NO |
| <p><i>Note: you must amend and adapt this generic risk assessment to suit your own needs by selecting the controls from the examples provided (adding and amending others where necessary) and then evaluate the overall risk for the activity/situation.</i></p> | | | | | |
| <p>In considering all of the below risks and potential control measures, please be mindful of your duties under the Equality Act by ensuring that there is no adverse impact on any particular group of staff / pupils with protected characteristics</p> | | | | | |
| <p>Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed</p> | | | | | |
| Consistent groups are in place which reduces the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group | Whole school is one bubble however pupils are kept in their individual tutor groups for the majority of the school day | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| The school keeps a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups | The register and timetable are used for this purpose | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Distinct groups or 'bubbles' that do not mix are maintained which makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and to keep that number as small as possible | Whole school is one bubble | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Primary schools may be able to implement groups that are the size of a full class. If that | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |

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| 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). | | | | |
| 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). | Whole school is one bubble | <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 | Whole school is one bubble | <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 | Whole school is one bubble | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schools with the capability to do it should take steps to limit interaction, and the sharing of rooms and social spaces between groups as much as possible | Whole school is one bubble, however pupils are kept in form groups | <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 | Whole school is one bubble | <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 | Whole school is one bubble | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Siblings may be in different groups | Whole school is one bubble | <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 | Teachers currently do operate across different classes however all rooms are set out to minimise any risk | <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 | There is no close contact in the corridor that exceeds 15 minutes | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The number of interactions or changes are minimised wherever possible | Whole school is one bubble | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Where possible adults maintain a 2 metre distance from each other, and from children | Classrooms are set up to enable this | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Adults avoid close face to face contact and limit time spent within 1 metre of anyone | Staff are aware of this and classrooms are set up accordingly 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 | <input checked="" type="checkbox"/> | <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 | Classrooms set up to enable this | <input checked="" type="checkbox"/> | <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 | Staff have been advised that this is only when necessary | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schools, local authorities, health professionals, regional schools commissioners and other services work together to ensure that children with medical conditions are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers | In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility. Our guidance on supporting pupils at school with medical conditions remains in place. Staff are aware of this | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils are seated side by side and facing forwards, rather than face to face or side on | Classrooms are set up like this | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Unnecessary furniture has been moved out of classrooms to make more space | All unnecessary furniture has been removed | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Large gatherings such as assemblies or collective worship with more than one group do not take place | Assemblies are now delivered in form rooms via Zoom | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The timetable and selection of classroom or other learning environment has been used to | A full school plan has been created | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| keep groups apart and reduce movement around the school or building | with advised room occupancy shown | | | |
| Break times are staggered so that all pupils are not moving around the school at the same time | Breaks are taken in form groups | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lunch breaks are staggered | Lunches are taken in form groups | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Numbers of staff using Staff Room are limited or the use of Staff Room is staggered to ensure that staff maintain 2 metres distance from each other | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Staff meetings take place remotely where possible. Where this is not possible staff meetings take place in a large well ventilated room ensuring 2 metres social distancing at all times | Staff meetings are in the common room which is well ventilated with staff sitting 2 metres apart | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Consideration given to staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school | Pupils are currently on a staggered timetable | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Parents' drop-off and pick-up protocols planned to minimise adult to adult contact | Most pupils arrive independently or via taxi | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| All parents/carers entering the school premises (and in other congested areas around school premises) wear a face covering in addition to social distancing | All parents/carers that enter the site are asked to wear a mask | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ensure that you inform those travelling by car that they should wait in their car until the specific drop off time | Only a few pupils arrive by taxi at a specific time | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ensure that you inform parents to maintain social distancing from others when dropping off and collecting pupils from school | Most pupils arrive independently or via taxi | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Parents and pupils are told their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use, only one adult per family should enter school grounds to drop off or collect) | Most pupils arrive independently or via taxi | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| It is made clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) | Most pupils arrive independently or via taxi | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schools can undertake educational day visits | Whole school is one bubble. When attending college there is no mixing with other schools | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schools can undertake domestic residential education visits, from 17 May | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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| Pupils are kept within their consistent groups (bubbles) for the purpose of the domestic residential educational visit | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 checked="" 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 checked="" type="checkbox"/> |
| School will work to resume all before and after-school educational activities and wraparound childcare for pupils | Catch up to happen as usual, pupils are separated for this | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School works closely with any external wraparound providers which their pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day | Whole school is one bubble | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| From 17 May, where wraparound and other extra-curricular activities for children are taking place indoors, they will be able to take place in groups of any number | Whole school is one bubble | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Smaller groups should be considered when it is not possible to keep children in consistent groups every time they attend the setting | Whole school is one bubble | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When considering appropriate group sizes important factors such as the recommended occupancy levels of the premises you are operating from and levels of ventilation are taken into account | Whole school is one bubble | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Activities taking place outdoors can happen in groups of any number | Whole school is one bubble | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where parents are using external childcare providers or out of school extra-curricular activities for their children, you should also: <ul style="list-style-type: none"> • advise them to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible. | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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| <ul style="list-style-type: none"> encourage them to check providers have put in place their own protective measures send them the link to the guidance for parents and carers | | | | |
| <p>If school premises are hired out for use by external wraparound childcare providers, such as after-school or holiday clubs, school have made sure these organisations have:</p> <ul style="list-style-type: none"> considered the relevant government guidance for their sector put in place protective measures | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Social Distancing Measures Not Followed During Travel to and from School | | | | |
| Parents and pupils are encouraged to walk or cycle to their education setting where possible | The majority of pupils do walk | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schools, parents and pupils following the government guidance on how to travel safely, when planning their travel on public transport | Safer travel guidance for passengers | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Inadequate Cleaning/Sanitising | | | | |
| A cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups is in place | Anti-viral cleaning products are provided and classrooms are cleansed between each lesson | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Frequently touched surfaces, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters etc. are cleaned more often than normal | Anti-viral cleaning products are provided and classrooms are cleansed between each lesson | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use | Cleaning staff are aware of this, in addition the office staff open the door when needed to negate the need for the keypad | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Bins for tissues and other rubbish are emptied throughout the day | Because of the small volume of pupils/staff the bins are emptied every evening | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Stocks of cleaning chemicals, liquid soap, paper towels, tissues, toilet roll, bin bags etc. regularly checked and additional supplies requested as necessary | Stock is replenished on a regular basis | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Consideration given to how play equipment is used ensuring it is appropriately cleaned between groups of children using it | Pupils have individual Lego sets, other play equipment, if used, is cleaned and left for 72 hours between use | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Outdoor playground equipment should be more frequently cleaned | No outside play area | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Shared Resources | | | | |
| For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared | All pupils have a personal pencil case | <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 | Anti-viral cleaning products are provided and classrooms and resources are cleansed between each lesson, games etc. are cleaned and then left for 72 hours between uses | <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 | Anti-viral cleaning products are provided and classrooms and resources are cleansed between each lesson, games etc. are cleaned and then left for 72 hours between uses | <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) | Pupils hand all personal belongings in at the start of each day | <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"> restricted to one user left unused for a period of 48 hours (72 hours for plastics) between use by different individuals | Pupils have individual boxes of Lego for therapy | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| 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 | Staff do not currently take books home | <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 | Laptops etc. are cleaned by staff when they bring them to school | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors | | | | |
| Contact with individuals who are required to self-isolate is minimised by ensuring they do not attend the school | Anyone, staff or pupils, that is self-isolating does not attend school | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Anybody contacted by NHS Test and Trace or local health protection team and told to self-isolate because they have been a close contact of a positive case, has a legal obligation to do so | Anyone, staff or pupils, that is self-isolating does not attend school | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils, staff and other adults must not come into the school if: <ul style="list-style-type: none"> they have one or more coronavirus (COVID-19) symptoms a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms they are legally required to quarantine, having recently visited countries outside the Common Travel Area they have had a positive test have been in close contact with someone who tests positive for coronavirus (COVID-19) | Anyone, staff or pupils, that is self-isolating does not attend school | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School makes everyone onsite or visiting aware that they must immediately cease to attend and not attend for at least 10 days from the day after: <ul style="list-style-type: none"> the start of their symptoms the test date if they did not have any symptoms but have had a positive 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) | Staff and/or carers have been made aware of this | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| 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 | Staff are aware of this, staff also know to seek further medical advice if other symptoms persist | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The school recognises that if they have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and will call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required | 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where a pupil routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the pupil. Pupils should be able to continue attending both settings. | While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact except when required by specific public health advice | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where individuals are self-isolating and are within the definition of vulnerable, school has put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support | Calls to parents/carers are ongoing | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where schools and colleges are carrying out their own testing regime, they make it clear to staff and pupils that a negative test result does not remove the risk of transmission | Staff have been made aware of this and Covid guidelines are still followed regarding PPE and social distancing | <input checked="" type="checkbox"/> | <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"/> | <input checked="" 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"/> | <input checked="" 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 | Individual risk assessments are needed and guidance must be sought | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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| 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 | | | | |
| Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> | <input checked="" 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 | Staff have been made aware of this | <input checked="" type="checkbox"/> | <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 system of controls are followed | information available on who is at higher risk from coronavirus | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pregnant women are in the 'clinically vulnerable' category | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| We currently advise, due to the increased risk of serious illness and premature birth after 28 weeks gestation arising from Covid, that pregnant colleagues in their 3 rd trimester do not attend a physical workplace. Therefore, from now on pregnant employees in their 3 rd trimester should be directed to work from home if they are currently attending a workplace. This should happen as soon as possible, and so managers are required to send home any pregnant employees who have reached the start of their 28 th week of pregnancy | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 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 | Read about the: extra mental health support for pupils and teachers , Wellbeing for Education return programme Education Support provides a free helpline for school staff and targeted support for mental health and wellbeing | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual | All visitors follow current Covid guidance | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where it is necessary to use supply staff and peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to minimise contact and maintain as much distance as possible from other staff | All supply staff follow current Covid guidance | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Supply staff, volunteers and other temporary or peripatetic staff can move between schools. | All staff on site follow guidelines regarding masks, hand washing etc. when they enter the building to minimise risk, they also follow social distancing rules and are given the information on the safety arrangements and be provided with this as soon as possible after the booking. This also applies to other temporary staff and volunteers working in school | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Site User Becoming Unwell | | | | |
| If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow the guidance which sets out that they must <ul style="list-style-type: none"> be sent home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days be advised to follow the guidance for households with possible or confirmed | 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, | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| <p>coronavirus (COVID-19) infection - GOV.UK (www.gov.uk)</p> <ul style="list-style-type: none"> be advised to arrange to have a test as soon as possible to see if they have COVID-19 | <p>whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. If a member of the household starts to display symptoms while self-isolating they will need to restart the 10 day isolation period and book a test</p> | | | |
| <p>If a pupil is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the Pupils and with appropriate adult supervision if required. A window should be opened for fresh air ventilation if it is safe to do so</p> | <p>The behaviour office is used for this purpose</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>A toilet will be used for this purpose and clearly identified as such</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 & PPE section of this risk assessment</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>In non-residential schools, if a pupil displays coronavirus (COVID-19) symptoms, or has a positive test, while at their school they should avoid using public transport and, wherever possible, be collected by a member of their family or household</p> | <p>Parents/carers would be called or alternative NYCC transport arranged</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>Only with permission from parent/carer and only if deemed safe</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>In an emergency, call 999 if the pupil is seriously ill or injured or their life is at risk.</p> | <p>Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Any member of staff who has provided close contact care to someone with symptoms,</p> | <p>Most staff are being tested every 3-5 days and are aware</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| <p>regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> the symptomatic person subsequently tests positive they develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test) they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated) which is a legal obligation they have tested positive from an LFD or PCR test as part of a community or worker programme. If an LFD test is taken first, and a confirmatory PCR test is then taken within 2 days of the positive lateral flow test, and is negative, it overrides the LFD test and the individual can return to school | <p>that they need to report symptoms</p> | | | |
| <p>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</p> | <p>Staff have been made aware of this</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>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</p> | <p>The staff have been trained in the correct procedure COVID-19: cleaning of non-healthcare settings guidance</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Site User Developing Symptoms</p> | | | | |
| <p>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to book a test if they are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be</p> | <p>The advice service (or PHE local health protection team if escalated) will provide definitive advice on who must be sent home. A template letter will be provided to schools, on the</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| tested if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit | advice of the health protection team, to send to parents and staff if needed | | | |
| School have received an initial supply of 10 PCR test kits before the start of the autumn term in 2020 and information about how to order to replenish this supply when they are running out | The full stock of testing kits has arrived and we have the ability to order more should we need to | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School determines how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils. | The test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. In particular, these tests kits will also help ensure that symptomatic staff can also get a test and if they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19). Further information is provided in our guidance Coronavirus (COVID-19): test kits for schools and FE providers. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines | Staff are aware of this | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| It remains essential that anyone who gets a positive result from an LFD test self-isolates immediately, as must other members of their household, while they get a confirmatory PCR test | Staff are aware of this | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Whilst awaiting the confirmatory PCR result, pupils, students and staff and close contacts should continue to self-isolate | Staff are aware of this | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Those with symptoms are expected to order a test online or visit a test site to take a lab-based polymerase chain reaction (PCR) test to check if they have the virus | Staff are aware of this | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace | Staff have been made aware of this | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) | Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Parents and staff are asked to inform the school immediately of the results of a test | This information has been conveyed to staff and parents/carers have been assured that schools will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If 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. | Staff have been made aware of this | <input checked="" type="checkbox"/> | <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. | Staff have been made aware of this | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If someone with symptoms tests negative for coronavirus (COVID-19), then they should stay at home until they are recovered as usual | Schools should not request evidence of negative test results | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| <p>from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact</p> | <p>or other medical evidence before admitting children or welcoming them back after a period of self-isolation</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 10-day isolation period</p> | <p>Anyone that is in this situation has this explained to them</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>If someone with symptoms tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 10 days</p> | <p>This information has been explained to staff and parents/carers</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Schools send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious</p> | <p>Close contact can be anyone who:</p> <ul style="list-style-type: none"> - lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19) - has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| | <p>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):</p> <p>face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre;</p> <p>been within 1 metre for 1 minute or longer without face-to-face contact;</p> <p>been within 2 metres of someone for more than 15 minutes (either as a one-off contact or added up together over 1 day);</p> <p>travelled in the same vehicle or a plane</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> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Public Health England has good evidence that routinely taking the temperature of pupils by the school is not recommended as this is an unreliable method for identifying coronavirus (COVID-19) so this does not take place | Temperatures are not routinely taken | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Inadequate Hand Washing/Personal Hygiene | | | | |
| Staff/pupils/cleaners/contractors etc. will be reminded to clean their hands regularly, including; <ul style="list-style-type: none"> when they arrive at the school when they return from breaks when they change rooms before and after eating | School has plenty of facilities for and staff have the opportunity to wash their hands and are encouraged to do so regularly | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Consideration given to how often pupils and staff will need to wash their hands and incorporated time for this is in timetables or lesson plans | Time is given first thing in a morning and during lesson changeover for hand washing | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands and this has been considered | Staff are aware of this | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Help given to pupils with complex needs to clean their hands properly | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> | <input checked="" type="checkbox"/> |
| Hands are washed with liquid soap & water for a minimum of 20 seconds | Staff and pupils have been advised of correct hand washing techniques | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The school has considered whether they have enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly | School has adequate facilities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alcohol based hand cleansers/gels can only be used if soap and water are not available, but is not a substitute for hand washing. Such gels MUST ONLY BE USED UNDER CLOSE SUPERVISION. In normal circumstances | School has adequate facilities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| pupils should not be using alcohol based hand cleansers because of the risk of ingestion | | | | |
| 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 | All pupils have been made aware of the importance of correct hygiene | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The 'catch it, bin it, kill it' approach is very important and is promoted | <p>CATCH IT  Germs spread easily. Always carry tissues and use them to catch your cough or sneeze.</p> <p>BIN IT  Germs can live for several hours on tissues. Dispose of your tissue as soon as possible.</p> <p>KILL IT  Hands can transfer germs to every surface you touch. Clean your hands as soon as you can.</p> <p></p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Disposable tissues are available in each room for both staff and pupil use | Tissues are available in all rooms and staff are aware that they can ask for some more if needed | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Bins (ideally lidded pedal bins) for tissues are available in each room | Each classroom has a pedal bin purely for this purpose | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School has embedded the 'catch it, bin it, kill it' approach to ensure younger pupils and those with complex needs get this right, and that all pupils understand that this is now part of how the school operates | Pupils have been made aware and tissues, bins and hand washing facilities are provided | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Inadequate Personal Protection & PPE | | | | |
| Adults (staff and visitors) in Primary schools DO wear face coverings in areas outside of the classroom | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pupils in schools do not need to wear a face covering whilst in the classroom | Pupils are given the opportunity to wear a mask if they wish to | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In Secondary schools face coverings should be worn by pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained | Even though this is not a requirement, just a recommendation in the DfE guidance, NYCC along with union colleagues consider this to be | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| | <p>best practice at this time. In our setting however the corridors are not a crowded area, even during lesson changeover, in fact the opposite is true that due to small classroom size social distancing is harder to maintain despite classrooms having been set up with this in mind. Staff and pupils have been informed that they can still wear masks if they wish to do so.</p> | | | |
| <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>Due to the low density of staff and pupils in the corridor etc. this is to be left to the discretion of individual staff members</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>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</p> | <p>Staff have been made aware of this</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>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</p> | <p>Staff have been made aware of this</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>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</p> | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <p>Clear instructions are provided to staff on how to put on, remove, store and dispose of face coverings, to avoid inadvertently increasing the risks of transmission</p> | <p>All staff have undergone training</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>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</p> | <p>All staff have undergone training</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully | Staff and pupils have been instructed on this and that there are spare masks available | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, the school has taken steps to have a small contingency supply available to meet such needs | School has an adequate supply of face masks | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School has a process for when face coverings are worn within the school and how they should be removed | This procedure has been communicated clearly to pupils and staff and bins provided for safe disposal | <input checked="" type="checkbox"/> | <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 | Staff are have been trained and there is PPE available safe working in education, childcare and children's social care | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PPE for coronavirus (COVID-19) is required when performing aerosol generating procedures (AGPs) | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, is worn | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Visitors, Contractors & Spread of Coronavirus | | | | |
| All visitors and contractors must make pre-arranged appointments or they will not be allowed on site | Visits are by appointment only | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School ensures site guidance on physical distancing and hygiene is explained to visitors and contractors on or before arrival | Visitors are made aware of this upon entry | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where visits can happen outside of school hours, they are arranged as such | Where possible visits are outside of school hours | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Contractors to attend by agreement only after school have satisfied themselves that it is necessary for the visit to take place at that | Only essential work is currently been undertaken | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| time and that all required controls are in place to allow the work to continue safely | | | | |
| Contractors to provide updated risk assessment prior to visit which includes their own controls round infection spread prevention | Contractors complete work forms before entering site | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| As normal, school engages with their local immunisation providers to provide immunisation programmes on site, ensuring these are delivered in keeping with the school's control measures | Immunisation is continuing as normal | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A record is kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace. | Visitors contact details are taken | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Inadequate Ventilation | | | | |
| Occupied spaces must always be well ventilated and a comfortable teaching environment maintained | Windows are opened in all rooms by the behaviour support staff | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ventilate spaces with outdoor air | Windows are opened in all rooms by the behaviour support staff | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where possible, occupied room windows should be open | Windows are opened in all rooms by the behaviour support staff | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Switch air handling units with recirculation to 100% outdoor air where this is not possible, systems are operated as normal | Further advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice . | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and assist with creating a throughput of air | Fire doors must not be propped open unless they have a self-closing hold open device fitted | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In cold weather where the school heating system is activated, windows are open to provide trickle ventilation rather than being fully open | Windows are opened enough for air flow yet a comfortable temperature is maintained | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Consideration given to opening high level windows in preference to low level to reduce draughts | Most windows are high level | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Consideration given to only opening every other window instead of all windows when the heating is activated | Only every other window is opened, except in very warm weather | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The school offers flexibility to allow additional, suitable indoor clothing | Staff and pupils have been given the option of wearing more appropriate clothing for the lower temperatures | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Furniture rearranged where possible to avoid direct drafts | Rooms have been rearranged | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces | GMax has increased the central heating thermostat | <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 | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| If school needs to use additional heaters they only use sealed, oil filled electric heaters | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arrangements for Boarding Schools During Pandemic | | | | |
| Where pupils travel from abroad to attend a boarding school you will need to explain the rules to pupils and their parents before they travel to the UK | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Anyone who is not a British or Irish national, or who does not have the right to reside in the UK, who has travelled from or through a ' red list ' country in the previous 10 days, is not permitted to enter the UK and should be told not to travel | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pupils travelling from amber list countries may quarantine at home or at accommodation provided by their school for 10 days | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pupils travelling from green list countries do not need to quarantine unless their COVID-19 test result is positive. | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Where pupils travel from red and amber list countries to attend boarding schools, the school needs to plan for their collection and transfer from their point of arrival and put in place suitable arrangements for their quarantine, which may be in the school's boarding accommodation. | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Boarding pupils can be in one group residentially and another during the school day | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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| It is accepted that boarding pupils will mix during sociable time | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| If a child in a boarding school shows symptoms, they should initially self-isolate in their residential setting household. Most children will benefit from self-isolating in their boarding house so that their usual support can continue. Others will benefit more from self-isolating in their family home | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Boarding pupils should not use public transport if they are symptomatic | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| In the case of any localised outbreaks, we expect them to keep the residential provision open if at all possible | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| School maintain safe staff ratios, particularly for those pupils or students whose needs mean that they are safer remaining in the setting than returning home | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | | | | |
| Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment | | Yes <input checked="" type="checkbox"/> | | No <input type="checkbox"/> |
| What is the level of risk for this activity/situation with existing control measures | | High <input checked="" type="checkbox"/> | Med <input type="checkbox"/> | Low <input type="checkbox"/> |
| Is the risk adequately controlled with existing control measures | | Yes <input checked="" type="checkbox"/> | | No <input type="checkbox"/> |
| Have you identified any further control measures needed to control the risk and recorded them in the action plan | | Yes <input type="checkbox"/> | | No <input type="checkbox"/> |
| ACTION PLAN (insert additional rows if required) | To be actioned by | | | |
| Further control measures to reduce risks <i>so far as is reasonably practicable</i> | Name | Date | | |
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| State overall risk level assigned to the task AFTER implementation of control and action plan measures taken as a result of this risk assessment | | High <input type="checkbox"/> | Med <input checked="" type="checkbox"/> | Low <input type="checkbox"/> |
| Is such a risk level deemed to be as low as reasonably practical? | | Yes <input checked="" type="checkbox"/> | | No <input type="checkbox"/> |
| Is activity still acceptable with this level of risk? | | Yes <input checked="" type="checkbox"/> | | No <input type="checkbox"/> |
| If no, has this been escalated to senior leadership team? | | Yes <input type="checkbox"/> | | No <input type="checkbox"/> |
| Assessor(s): | G Moore | Signature(s): | | |
| Position(s): | Behaviour support manager | | | |
| Date: | 20/05/2021 | Review Date: | | |

Distribution:

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

POTENTIAL OUTCOME

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

LIKELIHOOD

| | |
|---------------|---|
| Highly likely | More likely to occur |
| Likely |  |
| Possible | |
| Unlikely | |
| Remote | |

POTENTIAL OUTCOME

| | | | | | |
|---------------|--------|----------|----------|--------|---------------|
| Catastrophic | | | | | |
| Major | | | | | |
| Moderate | | | | | |
| Minor | | | | | |
| Insignificant | | | | | |
| | Remote | Unlikely | Possible | Likely | Highly Likely |

LIKELIHOOD