

Activity/ Situation	OPENING OF SCHOOL DURING NATIONAL LOCKDOWN				
Location	St James CE Primary Academy				
Persons at Risk	Pupils ☒	Employees ☒	Visitors ☒	Contractors ☒	
HAZARD(S)	<p><i>Note: this list is not exhaustive and must be adapted for your own needs</i></p> <ul style="list-style-type: none"> ☐ Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed ☐ Social Distancing Measures Not Followed During Travel to and from School ☐ Inadequate Cleaning/Sanitising ☐ Shared Resources ☐ Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors ☐ Site User Becoming Unwell ☐ Site User Developing Symptoms ☐ Inadequate Hand Washing/Personal Hygiene ☐ Inadequate Personal Protection & PPE ☐ Visitors, Contractors & Spread of Coronavirus ☐ Inadequate Ventilation ☐ Arrangements for Boarding Schools During Pandemic 				
CONTROL MEASURES		ADDITIONAL INFORMATION	YES	NO	N/A
<p><i>Note: you must amend and adapt this generic risk assessment to suit your own needs by selecting the controls from the examples provided (adding and amending others where necessary) and then evaluate the overall risk for the activity/situation.</i></p>					
<p>In considering all of the below risks and potential control measures, please be mindful of your duties under the Equality Act by ensuring that there is no adverse impact on any particular group of staff / pupils with protected characteristics</p>					
<p>Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed</p>					
<p>It is expected that schools will have a trained DSL (or deputy) available on site. However, it is recognised that for some schools there may be operational challenges to this</p>		<p>In such cases, there are two options to consider:</p> <ul style="list-style-type: none"> • a trained DSL (or deputy) from the school can be available to be contacted via phone or online video, for example working from home • sharing trained DSLs (or deputies) with other schools 	x	☐	☐

	(who should be available to be contacted via phone or online video) Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader should take responsibility for co-ordinating safeguarding on site.			
Educational Visits must not take place at this time		x	<input type="checkbox"/>	<input type="checkbox"/>
During the period of national lockdown, primary, secondary, alternative provision and special schools will remain open to vulnerable children and young people and the children of critical workers only (recognising that the characteristics of the cohorts in special schools and alternative provision will mean these settings continue to offer face to face provision for all pupils, where appropriate)	All other pupils should receive remote education	x	<input type="checkbox"/>	<input type="checkbox"/>
Every school will have a different number of children of critical workers who need to attend. There is no limit to numbers of these pupils who may attend and school does not limit attendance of these groups		x	<input type="checkbox"/>	<input type="checkbox"/>
Where school has had to temporarily stop on-site provision on public health advice, the local authority has been informed to discuss alternative arrangements for vulnerable children and young people and work towards welcoming back pupils as soon as possible, where feasible to do so	Not happened yet but will follow this protocol if needed.	x	<input type="checkbox"/>	<input type="checkbox"/>
Consistent groups are in place which reduces the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group	Details:-	x	<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	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	x	<input type="checkbox"/>	<input type="checkbox"/>

	a way that is overly burdensome			
Whilst schools are attended by vulnerable children and the children of critical workers only, where possible schools should keep group sizes small		x	<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		x	<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		x	<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		x	<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 wraparound care transport etc.	Breakfast Club attendees are in own classrooms and do not mix. No after school clubs.	<input type="checkbox"/>	<input type="checkbox"/>	x
Siblings may be in different groups		x	<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		x	<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 indoor areas outside the classroom may be needed because the school is in an area on the COVID Alert Level: high or very high or at the head teacher's discretion (see Inadequate Personal Protection section of this RA)	x	<input type="checkbox"/>	<input type="checkbox"/>
Where possible adults maintain a 2 metre distance from each other, and from children		x	<input type="checkbox"/>	<input type="checkbox"/>
Adults avoid close face to face contact and limit time spent within 1 metre of anyone	- direct close contacts - face to face contact with an infected individual for any length of time , within 1 metre, including being coughed on, a face to face	x	<input type="checkbox"/>	<input type="checkbox"/>

	<p>conversation, or unprotected physical contact (skin-to-skin)</p> <p>- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes either as a one-off contact or added up together over one day) with an infected individual</p> <p>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</p>			
Within the classroom a distance between people is maintained so far as reasonably practical	It is accepted that distancing may not be possible in primary schools	x	<input type="checkbox"/>	<input type="checkbox"/>
Pupils are seated side by side and facing forwards, rather than face to face or side on		x	<input type="checkbox"/>	<input type="checkbox"/>
Staff will work side on to pupils as opposed to face to face whenever possible		x	<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		x	<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	x	<input type="checkbox"/>	<input type="checkbox"/>
Unnecessary furniture has been moved out of classrooms to make more space		x	<input type="checkbox"/>	<input type="checkbox"/>

Large gatherings such as assemblies or collective worship with more than one group do not take place		X	<input type="checkbox"/>	<input type="checkbox"/>
The timetable and selection of classroom or other learning environment has been used to reduce movement around the school or building		X	<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	X	<input type="checkbox"/>	<input type="checkbox"/>
Parents' drop-off and pick-up protocols planned to minimise adult to adult contact	CYPS Bulletin	X	<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	This an extra safeguard to reduce the transmission of the virus. Please note that this does not apply to those who are medically exempt	X	<input type="checkbox"/>	<input type="checkbox"/>
Ensure that you inform those travelling by car that they should wait in their car until the specific drop off time.	This will reduce the amount of people assembling in and around the school grounds and will help with social distancing	X	<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		X	<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)		X	<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)		X	<input type="checkbox"/>	<input type="checkbox"/>
External entrances to classrooms are used where practical		X	<input type="checkbox"/>	<input type="checkbox"/>
Break times are staggered so that all pupils are not moving around the school at the same time		X	<input type="checkbox"/>	<input type="checkbox"/>
Lunch breaks are staggered		X	<input type="checkbox"/>	<input type="checkbox"/>

Numbers of staff using Staff Room are limited or the use of Staff Room is staggered to ensure that staff maintain 2 metres distance from each other	The taping off or removal of chairs may be needed to ensure staff cannot sit within 2 metres of each other. Staff must still have a break of a reasonable length during the day	x	<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 could take place where staff stay in their classrooms and join the meeting.	x	<input type="checkbox"/>	<input type="checkbox"/>
Schools should continue to offer wraparound provision, such as breakfast and after-school clubs, for those children eligible to attend school (i.e. children of critical workers and vulnerable children and young people)	Breakfast Club in own classrooms from 8am. No after school clubs.	x	<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		<input type="checkbox"/>	<input type="checkbox"/>	x
Where it is not possible, or it is impractical to group children in the same bubbles as they are in during the school day, schools and external providers group children with others from outside their school day bubble (or from a different school, where children from multiple schools are attending provision) keep children in small, consistent groups with the same children each time		<input type="checkbox"/>	<input type="checkbox"/>	x
School can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children, to advise on the protective measures providers should put in place for the duration of the national lockdown to ensure they are operating as safely as possible	Protective measures for holiday or after school clubs and other out of school settings for children during the covid-19-outbreak	<input type="checkbox"/>	<input type="checkbox"/>	x
School may also continue to open up or hire out their premises for use by external wraparound childcare providers, such as after-school or holiday clubs, that offer provision to children of critical workers and/ or vulnerable children		x	<input type="checkbox"/>	<input 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		X	<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	X	<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	Additional cleaners in throughout the school day.	X	<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	See above	X	<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		X	<input type="checkbox"/>	<input type="checkbox"/>
Bins for tissues and other rubbish are emptied throughout the day		X	<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		X	<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		X	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor playground equipment should be more frequently cleaned	This would also apply to resources used inside and outside by wraparound care providers	X	<input type="checkbox"/>	<input type="checkbox"/>
Shared Resources				
For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared		X	<input type="checkbox"/>	<input type="checkbox"/>
Classroom based resources, such as books and games, can be used and shared within the group; these are cleaned regularly, along with all frequently touched surfaces		X	<input type="checkbox"/>	<input type="checkbox"/>
Resources that are shared between groups, 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	Resources not being shared at the moment but will follow protocol if needed.	X	<input type="checkbox"/>	<input type="checkbox"/>

period of 48 hours (72 hours for plastics) between use by different groups				
Pupils can bring essentials such as lunch boxes, hats, coats, books, stationery, bags and mobile phones (depending on school policy) in to school		x	<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	x	<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	Children are not taking devices daily but staff may do.	x	<input type="checkbox"/>	<input type="checkbox"/>
Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors				
Contact with individuals who are unwell is minimised by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school	Ensuring that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms , or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19)	x	<input type="checkbox"/>	<input type="checkbox"/>
The school recognises that if they have two or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required		x	<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	x	<input type="checkbox"/>	<input type="checkbox"/>

	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			
Secondary schools participating in the rapid asymptomatic testing programme should follow the Mass asymptomatic testing: schools and colleges guidance for handling any positive tests as a result of that programme	Asymptomatic testing in schools and colleges	<input type="checkbox"/>	<input type="checkbox"/>	x
Where consent is not given for a secondary-age pupil who has been a close contact of the positive case to participate in asymptomatic testing, the pupil must self-isolate		<input type="checkbox"/>	<input type="checkbox"/>	x
Clinically extremely vulnerable children and young people should not attend school or other educational settings, because the risk of exposure to the virus in the community is now very high	New advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable	x	<input type="checkbox"/>	<input type="checkbox"/>
Following the reintroduction of shielding, clinically extremely vulnerable staff are advised that they should not attend the workplace	Clinically extremely vulnerable individuals are those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list). Staff who are identified as clinically extremely vulnerable should follow the published guidance	x	<input type="checkbox"/>	<input type="checkbox"/>
Those living with someone who is clinically extremely vulnerable can still attend work where home-working is not possible	People who live with those who are clinically vulnerable or clinically extremely vulnerable can attend the workplace but should ensure they	x	<input type="checkbox"/>	<input type="checkbox"/>

	maintain good prevention practice in the workplace and home settings			
Clinically vulnerable staff can continue to attend school where it is not possible to work from home	While in school they should follow the specific measures to minimise the risks of transmission. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. Adults should continue to take care to socially distance from other adults including older children and adolescents	x	<input type="checkbox"/>	<input type="checkbox"/>
Pregnant women are in the 'clinically vulnerable' category	School must complete the New and Expectant Mothers risk assessment as well as the Covid Individual risk assessment. Both the New and Expectant Mothers and the Individual Risk Assessment must be reviewed prior to 28 weeks when risk factors increase. Individual Risk Assessments will	x	<input type="checkbox"/>	<input type="checkbox"/>

	<p>need to be subject to regular review RCOG Q&A covid19 virus infection and pregnancy</p> <p>Covid-19 advice for pregnant employees</p>			
<p>Supply staff and other temporary workers can move between schools, where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk and schools should ensure that all temporary staff have access to the information on the safety arrangements in place, and ensure that this is provided as soon as possible after the booking is confirmed</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>	X	<input type="checkbox"/>	<input type="checkbox"/>
<p>Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual</p>		X	<input type="checkbox"/>	<input type="checkbox"/>
<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>	X	<input type="checkbox"/>	<input type="checkbox"/>
<p>Access to PPE should be available where there is contact with diagnosed or suspected person with covid-19</p>	<p>See Inadequate Personal Protection & PPE section of this risk assessment</p>	X	<input type="checkbox"/>	<input type="checkbox"/>
<p>Site User Becoming Unwell</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 self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms</p>	<p>stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</p> <p>If they have tested positive whilst not experiencing symptoms but</p>	X	<input type="checkbox"/>	<input type="checkbox"/>

	develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms			
If a pupil is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the Pupils and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation.	If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people	x	<input type="checkbox"/>	<input type="checkbox"/>
If the pupil needs to go to the toilet while waiting to be collected, they should use a separate toilet if possible. The toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else		x	<input type="checkbox"/>	<input type="checkbox"/>
PPE should be worn by staff caring for the pupil while they await collection if a distance of 2 metres cannot be maintained (such as for a very young pupil or a pupil with complex needs)	See Inadequate Personal Protection & PPE section of this risk assessment	x	<input type="checkbox"/>	<input type="checkbox"/>
In an emergency, call 999 if the pupil is seriously ill or injured or their life is at risk.	Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital	x	<input type="checkbox"/>	<input type="checkbox"/>
Any member of staff who has provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless: <ul style="list-style-type: none"> the symptomatic person subsequently tests positive they develop symptoms themselves (in which case, they should arrange to have a test) they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated) 		x	<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		x	<input type="checkbox"/>	<input type="checkbox"/>

The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people	COVID-19: cleaning of non-healthcare settings guidance	x	<input type="checkbox"/>	<input type="checkbox"/>
Site User Developing Symptoms				
Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to book a test if they are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit	The advice service (or PHE local health protection team if escalated) will provide definitive advice on who must be sent home. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed	x	<input type="checkbox"/>	<input type="checkbox"/>
School have received an initial supply of 10 home PCR (polymerase chain reaction) test kits and information about how to order to replenish this supply when they are running out	School should call the Test and Trace helpdesk on 119 if these have not arrived.	x	<input type="checkbox"/>	<input type="checkbox"/>
School determines how to prioritise the distribution of their PCR 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	x	<input type="checkbox"/>	<input type="checkbox"/>

	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.			
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	Secondary schools participating in the rapid asymptomatic testing programme should refer to the asymptomatic testing in schools and colleges guidance to ensure contacts of the positive case are tested	x	<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	x	<input type="checkbox"/>	<input type="checkbox"/>
Where pupils who are self-isolating and are within the definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support	School should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person	x	<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	x	<input type="checkbox"/>	<input type="checkbox"/>

<p>If someone with symptoms tests negative for coronavirus (COVID-19), then they need should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact</p>	<p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation</p>	<p>X</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period</p>	<p>This is because they could still develop coronavirus (COVID-19) within the remaining days</p>	<p>X</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<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>X</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Secondary schools participating in the rapid asymptomatic testing programme should refer to the asymptomatic testing in schools and colleges guidance to ensure contacts of the positive case are tested. Primary schools and any secondary schools not participating in the rapid asymptomatic testing programme must follow the control measure below.</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 10 days since they were last in close contact with that person when they were infectious</p>	<p>Close contact means:</p> <ul style="list-style-type: none"> - direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) - proximity contacts - extended close contact (within 1 to 2 	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p>X</p>

	metres for more than 15 minutes) with an infected individual - travelling in a small vehicle, like a car, with an infected person			
School must take swift action when they become aware that someone who has attended has tested positive for coronavirus and must contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority	This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice	x	<input type="checkbox"/>	<input type="checkbox"/>
Public Health England has good evidence that routinely taking the temperature of pupils by the school is not recommended as this is an unreliable method for identifying coronavirus (COVID-19) so this does not take place		x	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate Hand Washing/Personal Hygiene				
Staff/pupils/cleaners/contractors etc. will be reminded to clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating	Ensure that staff have sufficient time to wash their hands regularly, as frequently as pupils	x	<input type="checkbox"/>	<input type="checkbox"/>
Hands are washed with liquid soap & water for a minimum of 20 seconds		x	<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		x	<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 cleaning wipes can be used as an alternative	x	<input type="checkbox"/>	<input type="checkbox"/>

<p>The 'catch it, bin it, kill it' approach is very important and is promoted</p>	<p>CATCH IT  <small>Germs spread easily. Always carry tissues and use them to catch your cough or sneeze.</small></p> <p>BIN IT  <small>Germs can live for several hours on tissues. Dispose of your tissue as soon as possible.</small></p> <p>KILL IT  <small>Hands can transfer germs to every surface you touch. Clean your hands as soon as you can.</small></p> <p></p>	<p>X</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Disposable tissues are available in each room for both staff and pupil use</p>		<p>X</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Bins (ideally lidded pedal bins) for tissues are available in each room</p>		<p>X</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>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</p>		<p>X</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Inadequate Personal Protection & PPE</p>				
<p>Face coverings are currently not in use by pupils in Primary schools as the risks are considered to be lower as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education</p>		<p>X</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Adults (staff and visitors) in primary schools and in secondary schools DO wear face coverings in areas outside of the classroom</p>	<p>Some individuals are exempt from wearing face coverings. This applies to those who:</p> <ul style="list-style-type: none"> - cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability - speak to or provide assistance to someone who relies on lip reading, clear sound or facial 	<p>X</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

	<p>expression to communicate</p> <p>The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.</p>			
In Secondary schools face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained	https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education	<input type="checkbox"/>	<input type="checkbox"/>	x
Face visors or shields are not routinely worn as an alternative to face coverings but can be worn along with a face covering	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	x	<input type="checkbox"/>	<input type="checkbox"/>
It is not necessary to wear face coverings in the classroom, where protective measures already mean the risks are lower, and where they could inhibit learning		x	<input type="checkbox"/>	<input type="checkbox"/>
In such circumstances as face coverings are allowed to be worn in school they must be worn correctly		x	<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		x	<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		x	<input type="checkbox"/>	<input type="checkbox"/>
Where a face covering becomes damp, it should not be worn and the face covering should be replaced		x	<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		x	<input type="checkbox"/>	<input type="checkbox"/>

having become soiled or unsafe, the school has taken steps to have a small contingency supply available to meet such needs				
School has a procedure for removing face coverings when those who use them arrive at school, and when to wear face coverings at school in certain circumstances	This procedure should be communicated clearly to pupils and staff	X	<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	safe working in education, childcare and children's social care	X	<input type="checkbox"/>	<input type="checkbox"/>
Visitors, Contractors & Spread of Coronavirus				
All visitors and contractors must make pre-arranged appointments or they will not be allowed on site		X	<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		X	<input type="checkbox"/>	<input type="checkbox"/>
Where visits can happen outside of school hours, they are arranged as such		X	<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	Schools should have discussions with key contractors about the school's control measures and ways of working	X	<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	X	<input type="checkbox"/>	<input type="checkbox"/>
As normal, school engages with their local immunisation providers to provide immunisation programmes on site, ensuring these are	These programmes are essential for children's health and wellbeing	X	<input type="checkbox"/>	<input type="checkbox"/>

delivered in keeping with the school's control measures				
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	x	<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.		x	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate Ventilation				
Occupied spaces must always be well ventilated and a comfortable teaching environment maintained	This can be achieved by a variety of measures including: mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)	x	<input type="checkbox"/>	<input type="checkbox"/>
Ventilate spaces with outdoor air	Natural ventilation – if necessary external opening doors may also be used provided this doesn't compromise	x	<input type="checkbox"/>	<input type="checkbox"/>

	safeguarding measures			
Where possible, occupied room windows should be open		x	<input type="checkbox"/>	<input type="checkbox"/>
Keep toilet ventilation in operation as much as possible while building is occupied		x	<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 .	x	<input type="checkbox"/>	<input type="checkbox"/>
Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and assist with creating a throughput of air	Fire doors must not be propped open unless they have a self-closing hold open device fitted	x	<input type="checkbox"/>	<input type="checkbox"/>
In cold weather where the school heating system is activated, windows are open to provide trickle ventilation rather than being fully open	natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space)	x	<input type="checkbox"/>	<input type="checkbox"/>
Consideration given to opening high level windows in preference to low level to reduce draughts		x	<input type="checkbox"/>	<input type="checkbox"/>
Consideration given to only opening every other window instead of all windows when the heating is activated		x	<input type="checkbox"/>	<input type="checkbox"/>
The school offers flexibility to allow additional, suitable indoor clothing	For more information see School uniform	x	<input type="checkbox"/>	<input type="checkbox"/>
Furniture rearranged where possible to avoid direct drafts		x	<input type="checkbox"/>	<input type="checkbox"/>
Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces		x	<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.	x	<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	x	<input type="checkbox"/>	<input type="checkbox"/>
Arrangements for Boarding Schools During Pandemic				
Vulnerable children and the children of critical workers who have already travelled to their boarding school should continue to receive face to face education		<input type="checkbox"/>	<input type="checkbox"/>	x
Where other pupils have already travelled to their boarding school, in anticipation of school starting, they can continue to receive remote education in their boarding houses	Where other pupils have not yet returned to their boarding school, they should not travel and should receive remote education at home	<input type="checkbox"/>	<input type="checkbox"/>	x
Vulnerable children and the children of critical workers who have not yet done so can return to their boarding school to receive face to face education		<input type="checkbox"/>	<input type="checkbox"/>	x
If a child in a boarding school shows symptoms, they should initially self-isolate in their residential setting household. Most children will benefit from self-isolating in their boarding house so that their usual support can continue. Others will benefit more from self-isolating in their family home	Guidance on isolation for residential educational settings.	<input type="checkbox"/>	<input type="checkbox"/>	x
In the case of any localised outbreaks, we expect them to keep the residential provision open if at all possible	Decisions will be made on a case-by-case basis. They will need to remain open to those who: -have particular needs that cannot be accommodated safely at home -do not have suitable alternative accommodation	<input type="checkbox"/>	<input type="checkbox"/>	x
School maintain safe staff ratios, particularly for those pupils or students whose needs mean that they are safer remaining in the setting than returning home	Settings should prioritise staffing towards the most vulnerable pupils and students	<input type="checkbox"/>	<input type="checkbox"/>	x
Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment		Yes x		No <input type="checkbox"/>

What is the level of risk for this activity/situation with existing control measures	High <input checked="" type="checkbox"/>	Med <input type="checkbox"/>	Low <input type="checkbox"/>
Is the risk adequately controlled with existing control measures	Yes <input checked="" type="checkbox"/>		No <input type="checkbox"/>
Have you identified any further control measures needed to control the risk and recorded them in the action plan	Yes <input type="checkbox"/>		No <input checked="" type="checkbox"/>
ACTION PLAN (insert additional rows if required)	To be actioned by		
Further control measures to reduce risks <i>so far as is reasonably practicable</i>	Name	Date	
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):	Amanda Devaney	Signature(s):	<i>A.DEVANEY</i>
Position(s):	Executive Principal	Review Date:	
Date:	18.01.21		
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		LIKELIHOOD		POTENTIAL OUTCOME					
Catastrophic	Fatal injury/permanent disability	Highly likely	More likely to occur	Catastrophic					
Major	RIDDOR reportable Specified Injury/Disease/Dangerous Occurrence	Likely	↓	Major					
Moderate	RIDDOR reportable over 7 day injury	Possible		Moderate					
Minor	Minor injury (requiring first aid)	Unlikely	Less likely to occur	Minor					
Insignificant	Minor injury	Remote		Insignificant					
					Remote	Unlikely	Possible	Likely	Highly Likely

LIKELIHOOD