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| **Activity/**  **Situation** | | | **OPENING OF SCHOOL DURING NATIONAL LOCKDOWN**  **6th January 2021** | | | | | | | | | | | | | | |
| **Location** | | | **Hartburn Primary School** | | | | | | | | | | | | | | |
| **Persons at Risk** | | | **Pupils** | | **Employees** | | | | **Visitors** | | | **Contractors** | | | | | |
| **HAZARD(S)** | | | * **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** * **Fire and intruder alarms and emergencies, including lockdown** | | | | | | | | | | | | | | |
| **CONTROL MEASURES** | | | | | | | **ADDITIONAL INFORMATION** | | | | **YES** | | **NO** | | | **N/A** | |
| **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** | | | | | | | | | | | | | | | | | |
| **Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed** | | | | | | | | | | | | | | | | | |
| It is expected that schools will have a trained DSL (or deputy) available on site. | | | | | | | • 4 fully certificated DSLs  • at least 2 in school at any one time  When working from home DSL are available to be contacted via phone or online | | | |  | |  | | |  | |
| Educational Visits must not take place at this time | | | | | | | EVC & Staff advised | | | |  | |  | | |  | |
| During the period of national lockdown, primary, we remain open to vulnerable children and the children of critical workers only | | | | | | | All other pupils receive remote education – see Remote Learning Offer on website  All vulnerable pupils were offered a place in school, those who declined have weekly welfare telephone call and CPOMs updated | | | |  | |  | | |  | |
| 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 | | | | | | | Registers managed by office staff who seek ID and shift patterns. Due to high numbers, parents are encouraged to keep their children at home wherever possible.  Nursery am and pm sessions are open to all | | | |  | |  | | |  | |
| 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 | | | | | | | Telephone calls to parents to collect their children, followed by guidance from PHE via Parent Pay | | | |  | |  | | |  | |
| 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 | | | | | | | Pupils are grouped in Year Group Bubbles of less than 30 and do not mix with other bubbles. Staff teach their own year group wherever possible | | | |  | |  | | |  | |
| 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 | | | | | | | Information can be found on staff rota and pupil registers | | | |  | |  | | |  | |
| Group sizes are small Whilst schools are attended by vulnerable children and the children of critical workers only, where possible schools should keep group sizes small | | | | | | | Group sizes less than 30. After registering the pupils, they are then split into two groups to assist social distancing | | | |  | |  | | |  | |
| 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 | | | | | | | Staggered break times. Playground zones | | | |  | |  | | |  | |
| 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 | | | | | | | Shared areas – Studio and Hall, equipment sanitised between groups. Designated toilets for each year group with increased cleaning | | | |  | |  | | |  | |
| 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 | | | | | | | EYFS cannot socially distance, but other pupils encouraged to socially distance. Classrooms, corridors have tape to support this and keep to the left of the corridor when moving around school | | | |  | |  | | |  | |
| Schools keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for wraparound care | | | | | | | Known childminders and Childcare Providers are used and regularly updated with our RA | | | |  | |  | | |  | |
| Siblings may be in different groups | | | | | | | Pupils are grouped by Year group | | | |  | |  | | |  | |
| Teachers and other staff operate across different classes and year groups in order to facilitate the delivery of the school timetable | | | | | | | Kept to a minimum where possible and staffing allows | | | |  | |  | | |  | |
| 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 | | | | | | | Trust decision: the use of a mask and visor is compulsory in all shared areas of school | | | |  | |  | | |  | |
| Where possible adults maintain a 2 metre distance from each other, and from children | | | | | | | Classrooms marked and all staff adhere to this where possible | | | |  | |  | | |  | |
| 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 conversation, or unprotected physical contact (skin-to-skin)  - 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  [Guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person](https://www.gov.uk/government/publications/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person) | | | |  | |  | | |  | |
| 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, but it is encouraged for those who can | | | |  | |  | | |  | |
| Pupils are seated side by side and facing forwards, rather than face to face or side on | | | | | | | Desks are forward facing and spaced as far apart as possible | | | |  | |  | | |  | |
| Staff will work side on to pupils as opposed to face to face whenever possible | | | | | | |  | | | |  | |  | | |  | |
| Educational and care support is provided as normal to pupils who have complex needs or who need close contact care | | | | | | | Full PPE required when administering First Aid, or assisting in personal needs | | | |  | |  | | |  | |
| 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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf) remains in place | | | |  | |  | | |  | |
| Unnecessary furniture has been moved out of classrooms to make more space | | | | | | |  | | | |  | |  | | |  | |
| Large gatherings such as assemblies or collective worship with more than one group do not take place | | | | | | | Staff meetings and assemblies take place over Zoom | | | |  | |  | | |  | |
| The timetable and selection of classroom or other learning environment has been used to reduce movement around the school or building | | | | | | | System of movement in place, keep to the left in corridors. Each year group has its own entrance and exit to the school, to reduce possibility of contact. Outside exits are utilised for moving around school | | | |  | |  | | |  | |
| Consideration is given to staggered starts to keep groups apart as they arrive and leave school. | | | | | | | 30 minute drop off window 08:30–09:00  Any pupil that is late reports to the main office after 09:00  Staggered start and finish times do not reduce the amount of overall teaching time  Nursery am  08:30 -11:30  Nursery pm  12:30 – 15:30 | | | |  | |  | | |  | |
| Parents’ drop-off and pick-up protocols planned to minimise adult to adult contact | | | | | | | [CYPS Bulletin](https://r1.dmtrk.net/4BPJ-YG96-F1BBF27B433B8E862EBEDWD3AE4400931F7ED0/cr.aspx)  Messages will not be taken by a member of staff on the door, parents must email or ring the office Pick up time 15:15 from designated exits | | | |  | |  | | |  | |
| All parents/carers entering the school premises (and in other congested areas around school premises) wear a face covering in addition to social distancing | | | | | | | Signs exhibited. Please note that this does not apply to those who are medically exempt | | | |  | |  | | |  | |
| Ensure that you inform those travelling by car that they should wait in their car until the specific drop off time. | | | | | | | Staggered start times negate this. Parents and children are encouraged to walk or cycle to school where possible. | | | |  | |  | | |  | |
| Ensure that you inform parents to maintain social distancing from others when dropping off and collecting pupils from school | | | | | | | Information and reminders included in parental letters. When collecting pupils, parents/carers stand back and adhere to social distancing, which is supervised by SLT and Site Manager | | | |  | |  | | |  | |
| 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: the one way system in place and only one adult per family should enter school grounds to drop off or collect | | | | | | | Parents have been regularly informed of specific times and positions for entry and exit and this is continually reviewed | | | |  | |  | | |  | |
| 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) | | | | | | | Site Manager and SLT to supervise to ensure parents are queuing outside the school maintaining social distancing | | | |  | |  | | |  | |
| External entrances to classrooms are used where practical | | | | | | | Nursery, Y2 and Y6 use their external classroom doors, not possible in other year groups | | | |  | |  | | |  | |
| Break times are staggered so that all pupils are not moving around the school at the same time | | | | | | | Break time rota in place with zoned areas for play | | | |  | |  | | |  | |
| Lunch breaks are staggered | | | | | | | Children wash their hands before eating. Each year group accesses dining hall from outside to avoid going through the school. Each year group is sat in separate zones | | | |  | |  | | |  | |
| 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 | | | | | | | Chairs have been taped off and some have been removed to ensure staff cannot sit within 2 metres of each other. Staff have a break of a reasonable length during the day. Staff are encouraged to use other areas in school for their breaks (see staff handbook) | | | |  | |  | | |  | |
| Staff meetings take place remotely where possible.  Where this is not possible staff meetings take place in a large well ventilated room ensuring 2 metres social distancing at all times | | | | | | | All staff meetings through Zoom, staff either stay in their classrooms or go home and join the meeting. | | | |  | |  | | |  | |
| 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) | | | | | | | School offers a staggered earlier drop off of 08:30 until 09:00 to assist working families who would have utilised breakfast club | | | |  | |  | | |  | |
| 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 | | | | | | | School liaises with local providers. Childminders are restricted to have only children from the same family. The Barn and Tiny Turners have been requested to keep pupils in family groups and from the same school to minimise mixing of pupils from other schools | | | |  | |  | | |  | |
| 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 | | | | | | | School liaises with local providers. Childminders are restricted to have only children from the same family. The Barn and Tiny Turners have been requested to keep pupils in family groups and or Year Groups, where this is not possible, they are to be in a small group of pupils from the same school to minimise mixing of pupils from other schools | | | |  | |  | | |  | |
| 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](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak) | | | |  | |  | | |  | |
| 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 | | | | | | |  | | | |  | |  | | |  | |
| **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 | | | | | | | Parents and children are encouraged to walk or cycle to school where possible | | | |  | |  | | |  | |
| 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](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers) | | | |  | |  | | |  | |
| **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 | | | | | | | Cleaning supplies are available in each classroom and shared area and enhanced cleaning takes place throughout the day | | | |  | |  | | |  | |
| Surfaces that pupils are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters etc. are cleaned more often than normal | | | | | | | Desks, chairs, iPads etc regularly cleaned  Hotspots: door handles, toilet flushes and taps | | | |  | |  | | |  | |
| Electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use | | | | | | | Cleaning equipment in each classroom and shared area for staff to regularly clean each day. | | | |  | |  | | |  | |
| Bins for tissues and other rubbish are emptied throughout the day | | | | | | | Disposable tissues are available in each classroom, together with lidded bins and signs ‘Catch it, Kill it, Bin it’ These bins are lidded and emptied each day | | | |  | |  | | |  | |
| Stocks of cleaning chemicals, liquid soap, paper towels, tissues, toilet roll, bin bags etc. regularly checked and additional supplies requested as necessary | | | | | | | Site Manager checks stock levels and liaises with Senior Administrator to order supplies | | | |  | |  | | |  | |
| Consideration given to how play equipment is used ensuring it is appropriately cleaned between groups of children using it | | | | | | | Separate play equipment is assigned for each Year Group Bubble and not shared | | | |  | |  | | |  | |
| Outdoor playground equipment should be more frequently cleaned | | | | | | | Separate outdoor play equipment is assigned to each Year Group Bubble and not shared | | | |  | |  | | |  | |
| **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 | | | | | | | Pupils have their own equipment, which is not shared between others | | | |  | |  | | |  | |
| 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 | | | | | | | Staff wipe these down before and after use | | | |  | |  | | |  | |
| 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 period of 48 hours (72 hours for plastics) between use by different groups | | | | | | | Resources not shared between groups where possible. When this is not possible items are quarantined | | | |  | |  | | |  | |
| Pupils can bring essentials such as lunch boxes, hats, coats, books, stationery, bags and mobile phones (depending on school policy) in to school | | | | | | | Where a pupil takes home a school book, it is quarantined before it is put back in the library. System of daily boxes in place to support this | | | |  | |  | | |  | |
| 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 | | | | | | | Pupils and staff follow PHE advice and adhere to  [Guidance on hand cleaning](https://www.gov.uk/guidance/coronavirus-covid-19-information-for-the-public) | | | |  | |  | | |  | |
| Devices/ laptops/tablets etc. that are brought from home to school and back again are cleaned at the start and end of the day | | | | | | | Staff advised | | | |  | |  | | |  | |
| **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](https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus), or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19) | | | |  | |  | | |  | |
| The school recognises that if they have two or more confirmed cases within 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 | | | | | | | HOS liaises with PHE | | | |  | |  | | |  | |
| Where schools and colleges are carrying out their own testing regime, they make it clear to staff and pupils that a negative test result does not remove the risk of transmission. | | | | | | | In some cases, someone who has tested negative may still have the undetected disease and be infectious. It is therefore essential that everyone continues to follow good hygiene and observe social distancing measures whether or not they have been tested | | | |  | |  | | |  | |
| 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](https://www.gov.uk/guidance/asymptomatic-testing-in-schools-and-colleges) | | | |  | |  | | |  | |
| 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 | | | | | | |  | | | |  | |  | | |  | |
| 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](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19)  Currently no pupils fall into this category | | | |  | |  | | |  | |
| 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  None identified at present | | | |  | |  | | |  | |
| 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 maintain good prevention practice in the workplace and home settings.  None identified at present | | | |  | |  | | |  | |
| 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.  None identified at present | | | |  | |  | | |  | |
| Pregnant women are in the ‘clinically vulnerable’ category | | | | | | | School must complete the New and Expectant Mothers risk assessment as well as the Covid Individual risk assessment.  Both the New and Expectant Mothers and the Individual Risk Assessment must be reviewed prior to 28 weeks when risk factors increase.  Individual Risk Assessments will need to be subject to regular review  [RCOG Q&A covid19 virus infection and pregnancy](https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/covid-19-virus-infection-and-pregnancy/#coronavirus)  [Covid-19 advice for pregnant employees](https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees)  SJ has worked from home | | | |  | |  | | |  | |
| 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 | | | | | | | 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 | | | |  | |  | | |  | |
| Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual | | | | | | | Arrangements are only made by HOS, SLT AND SENDCO | | | |  | |  | | |  | |
| Volunteers may be used to support the work of the school, as would usually be the case | | | | | | | Mixing of volunteers across groups are not permitted, and they should remain 2 metres from pupils and staff where possible | | | |  | |  | | |  | |
| Access to PPE should be available where there is contact with diagnosed or suspected person with covid-19 | | | | | | | See Inadequate Personal Protection & PPE section of this risk assessment | | | |  | |  | | |  | |
| **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 self-isolate for at least 10 days and should [arrange to have a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) 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 | | | | | | | [stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)  If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms | | | |  | |  | | |  | |
| 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 | | | |  | |  | | |  | |
| 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 | | | | | | | Cleaning products available in each classroom and shared space | | | |  | |  | | |  | |
| 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 | | | |  | |  | | |  | |
| 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 | | | |  | |  | | |  | |
| 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:   * 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) | | | | | | |  | | | |  | |  | | |  | |
| 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 | | | | | | | Handwashing signs are displayed and hand soap and disposable paper towels are readily available. Routines for good hand hygiene and sanitising are fully established | | | |  | |  | | |  | |
| 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](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) | | | |  | |  | | |  | |
| **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](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) 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 | | | |  | |  | | |  | |
| 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 | | | | | | | Packs stored in school and overseen by Senior Administrator | | | |  | |  | | |  | |
| 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 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](https://www.gov.uk/government/publications/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers/coronavirus-covid-19-home-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 | | | | | | | Parents advised, staff advised. Seating plans and registers kept to assist establishing close contacts | | | |  | |  | | |  | |
| Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to [self-isolate](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection) 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 | | | |  | |  | | |  | |
| 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 notifies the social worker (if they have one). School leaders then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person | | | |  | |  | | |  | |
| 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 | | | |  | |  | | |  | |
| If someone with symptoms tests negative for coronavirus (COVID-19), then they need should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact | | | | | | | Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation | | | |  | |  | | |  | |
| Someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period | | | | | | | This is because they could still develop coronavirus (COVID-19) within the remaining days | | | |  | |  | | |  | |
| If someone with symptoms tests positive, they should follow the [‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance) 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 | | | | | | |  | | | |  | |  | | |  | |
| Secondary schools participating in the rapid asymptomatic testing programme should refer to the [asymptomatic testing in schools and colleges](https://www.gov.uk/guidance/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.  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 | | | | | | | Close contact means:  - 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 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 | | | |  | |  | | |  | |
| 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 | | | | | | | Follow the [COVID-19: guidance for households with possible coronavirus infection guidance](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance) | | | |  | |  | | |  | |
| **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 | | | |  | |  | | |  | |
| Hands are washed with liquid soap & water for a minimum of 20 seconds | | | | | | | [Guidance on hand cleaning](https://www.gov.uk/guidance/coronavirus-covid-19-information-for-the-public) | | | |  | |  | | |  | |
| 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 | | | | | | | Sanitiser available in every classroom and shared area. Routines for handwashing clearly embedded | | | |  | |  | | |  | |
| 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 | | | |  | |  | | |  | |
| The ‘catch it, bin it, kill it’ approach is very important and is promoted | | | | | | |  | | | |  | |  | | |  | |
| Disposable tissues are available in each room for both staff and pupil use | | | | | | |  | | | |  | |  | | |  | |
| Bins (ideally lidded pedal bins) for tissues are available in each room | | | | | | | Lidded bins are in each classroom and shared area and regularly emptied | | | |  | |  | | |  | |
| 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 | | | | | | |  | | | |  | |  | | |  | |
| **Inadequate Personal Protection & PPE** | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | Trust decision for staff to wear masks and visors when another person is in the room | | | |  | |  | | |  | |
| Adults (staff and visitors) in primary schools and in secondary schools DO wear face coverings in areas outside of the classroom | | | | | | | Some individuals are exempt from wearing [face coverings](https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own). This applies to those who:  - cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability  - speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate  The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.  All adults wear visor too, visitors encouraged to do so too | | | |  | |  | | |  | |
| 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> | | | |  | |  | | |  | |
| 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 | | | |  | |  | | |  | |
| 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 | | | | | | | Trust decisions for staff to wear masks and visors in classrooms and shared areas when | | | |  | |  | | |  | |
| In such circumstances as face coverings are allowed to be worn in school they must be worn correctly | | | | | | |  | | | |  | |  | | |  | |
| 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 | | | | | | | Training and guidance given to staff, staff have signed they have read and understood this guidance | | | |  | |  | | |  | |
| 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 | | | | | | |  | | | |  | |  | | |  | |
| Where a face covering becomes damp, it should not be worn and the face covering should be replaced | | | | | | |  | | | |  | |  | | |  | |
| 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 | | | | | | | Additional supplies are overseen by the Site Manager and Senior Administrator | | | |  | |  | | |  | |
| 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 has been communicated clearly to all staff | | | |  | |  | | |  | |
| 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](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care) | | | |  | |  | | |  | |
| **Visitors, Contractors & Spread of Coronavirus** | | | | | | | | | | | | | | | | | |
| All visitors and contractors must make pre-arranged appointments or they will not be allowed on site | | | | | | | Arrangements are in place to maintain social distancing for essential deliveries. All other non-essential visitors have ended | | | |  | |  | | |  | |
| School ensures site guidance on physical distancing and hygiene is explained to visitors and contractors on or before arrival | | | | | | | Arrangements are only made by HT, SLT, Site Supervisor or Admin staff | | | |  | |  | | |  | |
| Where visits can happen outside of school hours, they are arranged as such | | | | | | | Wherever possible | | | |  | |  | | |  | |
| 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 | | | | | | | Arrangements are only made by HT, SLT, Site Supervisor or Admin staff | | | |  | |  | | |  | |
| 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 | | | |  | |  | | |  | |
| As normal, school engages with their local immunisation providers to provide immunisation programmes on site, ensuring these are delivered in keeping with the school’s control measures | | | | | | | These programmes are essential for children’s health and wellbeing | | | |  | |  | | |  | |
| 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 | | | |  | |  | | |  | |
| A record is kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace. | | | | | | | Refer to the Sign In App at the office | | | |  | |  | | |  | |
| **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) | | | |  | |  | | |  | |
| Ventilate spaces with outdoor air | | | | | | | **Natural ventilation** – if necessary external opening doors may also be used provided this doesn’t compromise safeguarding measures | | | |  | |  | | |  | |
| Where possible, occupied room windows should be open | | | | | | |  | | | |  | |  | | |  | |
| Keep toilet ventilation in operation as much as possible while building is occupied | | | | | | | Main door left open and lights left on to activate the ventilation system | | | |  | |  | | |  | |
| 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](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm) and [CIBSE coronavirus (COVID-19) advice](https://www.cibse.org/coronavirus-covid-19/coronavirus,-sars-cov-2,-covid-19-and-hvac-systems). | | | |  | |  | | |  | |
| 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 | | | |  | |  | | |  | |
| 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) | | | |  | |  | | |  | |
| Consideration given to opening high level windows in preference to low level to reduce draughts | | | | | | |  | | | |  | |  | | |  | |
| Consideration given to only opening every other window instead of all windows when the heating is activated | | | | | | |  | | | |  | |  | | |  | |
| The school offers flexibility to allow additional, suitable indoor clothing | | | | | | | For more information see [School uniform](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#school-uniform) | | | |  | |  | | |  | |
| Furniture rearranged where possible to avoid direct drafts | | | | | | | Unnecessary items have been removed to allow desks to be spaced out | | | |  | |  | | |  | |
| Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces | | | | | | |  | | | |  | |  | | |  | |
| 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. | | | |  | |  | | |  | |
| 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 | | | |  | |  | | |  | |
| **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 | | | | | | |  | | | |  | |  | | |  | |
| 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 | | | |  | |  | | |  | |
| 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 | | | | | | |  | | | |  | |  | | |  | |
| 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.](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings) | | | |  | |  | | |  | |
| 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 | | | |  | |  | | |  | |
| 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 | | | |  | |  | | |  | |
| **Fire and Intruder Alarms and Emergencies, including Lockdown** | | | | | | | | | | | | | | | | | |
| All staff and children to undergo induction in the fire and emergency routines accident/first aid procedures and lockdown procedures. This may not be the usual routes. | | | | | | | Staff will notify children of evacuation routes and assembly points. Drill to follow | | | |  | |  | | |  | |
| Ensure that emergency cut-off points for water, gas and electric are clearly marked and known by the senior designated member of staff and that details of emergency contacts for utilities are readily available | | | | | | | Senior staff have received reminders, and a map marking positions of emergency cut off points. | | | |  | |  | | |  | |
| If there is a 24-hour monitoring system in place for alarms (fire &/or security) the monitoring centre will need to be aware of new emergency out of hours contact details | | | | | | | Site Supervisor to arrange | | | |  | |  | | |  | |
| An up-to-date log has been maintained with regards checking and testing of fire safety equipment. | | | | | | | Recorded in the fire log book | | | |  | |  | | |  | |
|  | | | | | | | | | | | | | | | | | |
| Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment | | | | | | | | | | | **Yes** | | | | **No** | | |
| What is the level of risk for this activity/situation with existing control measures | | | | | | | | | | | **High** | | **Med** | | | **Low** | |
| Is the risk adequately controlled with existing control measures | | | | | | | | | | | **Yes** | | | **No** | | | |
| Have you identified any further control measures needed to control the risk and recorded them in the action plan | | | | | | | | | | | **Yes** | | | **No** | | | |
| **ACTION PLAN** (insert additional rows if required) | | | | | | | | **To be actioned by** | | | | | | | | | |
| Further control measures to reduce risks *so far as is reasonably practicable* | | | | | | | | **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** | | **Med** | | | **Low** | |
| Is such a risk level deemed to be as low as reasonably practical? | | | | | | | | | | | **Yes** | | | **No** | | | |
| Is activity still acceptable with this level of risk? | | | | | | | | | | | **Yes** | | | **No** | | | |
| If no, has this been escalated to senior leadership team? | | | | | | | | | | | **Yes** | | | **No** | | | |
| **Assessor(s):**  **Position(s):** | |  | | | | **Signature(s):** | | | |  | | | | | | | |
| **Date:** | |  | | | | **Review Date:** | | | |  | | | | | | | |
| **Distribution:** | | | | | | | | | | | | | | | | | |
| Risk rating | | | Action | | | | | | | | | | | | |
| **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** | | | | | | | | | | | | |

