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| **Activity/**  **Situation** | | | **WIDER OPENING OF SCHOOL FROM SEPTEMBER 2020** | | | | | | | | | | | | | | |
| **Location** | | | **Fairburn C P School** | | | | | | | | | | | | | | |
| **Persons at Risk** | | | **Pupils** | | **Employees** | | | | **Visitors** | | | **Contractors** | | | | | |
| **HAZARD(S)** | | | ***Note:*** *this list is not exhaustive and* ***must*** *be adapted for your own needs*   * **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** * **Staffing & 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** | | | | | | | | | | | | | | |
| **CONTROL MEASURES** | | | | | | | **ADDITIONAL INFORMATION** | | | | **YES** | | **NO** | | | **N/A** | |
| ***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.* | | | | | | | | | | | | | | | | | |
| **Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed** | | | | | | | | | | | | | | | | | |
| 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 will remain in three class Bubbles- F/Y1, Y2/3 and Y4/5/6. Where possible staff will remain as consistent as possible to each bubble although every staff member is part time. | | | |  | |  | | |  | |
| 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 | | | | | | | Yes, records will be maintained of bubbles and staffing. | | | |  | |  | | |  | |
| Distinct groups or ‘bubbles’ that do not mix are maintained which makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and to keep that number as small as possible | | | | | | |  | | | |  | |  | | |  | |
| Primary schools may be able to implement groups that are the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in the group become ill with coronavirus (COVID-19). | | | | | | | Circumstances need to be assessed and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, you can look to implement year group sized ‘bubbles’ | | | |  | |  | | |  | |
| Where staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk is reduced by keeping pupils in the class-sized groups | | | | | | | Yes, children in F/Y1 will remain in their class as a bubble. | | | |  | |  | | |  | |
| 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 | | | | | | | Yes, staggered starts, playtimes, lunch times and movement around the school will aim to limit bubbles coming into contact with each other. | | | |  | |  | | |  | |
| Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible | | | | | | | Yes, bubbles will be able to stay in their own rooms and sharing of shared spaces will be as limited as possible. In the event of this, full cleaning will take place before a change over. | | | |  | |  | | |  | |
| 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 | | | | | | | Yes, staff are happy with this. They will carry face masks in their pockets in case they find themselves in a situation which makes them feel uncomfortable. | | | |  | |  | | |  | |
| Schools keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport | | | | | | | Yes, although we only envisage this to be for the purposes of wrap around care. They will remain in bubbles for PE. | | | |  | |  | | |  | |
| Siblings may be in different groups | | | | | | | Yes, siblings in other classes will be in other bubbles. | | | |  | |  | | |  | |
| Teachers and other staff operate across different classes and year groups in order to facilitate the delivery of the school timetable | | | | | | | Some TA’s will move between bubbles although this will be limited as much as possible. One member of staff covers PPA for two classes which will continue. | | | |  | |  | | |  | |
| 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 | | | | | | | All staff will continue to keep their distance as much as is practical and will wear face coverings if they cannot socially distance. | | | |  | |  | | |  | |
| The number of interactions or changes are minimised wherever possible | | | | | | |  | | | | **✓** | |  | | |  | |
| Where possible adults maintain a 2 metre distance from each other, and from children | | | | | | | Yes, see above. | | | |  | |  | | |  | |
| Adults avoid close face to face contact and limit time spent within 1 metre of anyone to less than 15 minutes duration | | | | | | | - direct close contacts is:  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 are : extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual | | | |  | |  | | |  | |
| 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 | | | |  | |  | | |  | |
| Face to face contact time is reduced and limited to no more than 15 minutes duration | | | | | | | Yes and staff will wear face masks if in close proximity. | | | |  | |  | | |  | |
| 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 | | | | | | | We have two children with medical conditions and we work closely to support them. | | | | **✓** | |  | | |  | |
| Pupils are seated side by side and facing forwards, rather than face to face or side on | | | | | | | Yes, where possible this will happen although we have yet to determine whether all classes can accommodate tables all facing the same way give our room sizes. | | | |  | |  | | |  | |
| Educational and care support is provided as normal to pupils who have complex needs or who need close contact care | | | | | | |  | | | |  | |  | | | **✓** | |
| Staff will work side on to pupils as opposed to face to face whenever possible | | | | | | | Yes, this will continue as we have been doing. | | | |  | |  | | |  | |
| Educational and care support is provided as normal to pupils who have complex needs or who need close contact care | | | | | | | Yes, staff are happy to do so. We have two type one diabetic pupils who will need closer contact. | | | |  | |  | | |  | |
| Unnecessary furniture has been moved out of classrooms to make more space | | | | | | | Yes, staff have cleared rooms as much as possible although this is limited as we do not have storage space. Every room has been cleared of items from surfaces though to make it easier to clean. | | | |  | |  | | |  | |
| Large gatherings such as assemblies or collective worship with more than one group do not take place | | | | | | | Yes, this will only happen a group at a time or assemblies in classrooms. | | | |  | |  | | |  | |
| The timetable and selection of classroom or other learning environment has been used to reduce movement around the school or building | | | | | | | Yes, where possible timetables have been adjusted to minimise movement. | | | |  | |  | | |  | |
| 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. | | | |  | |  | | |  | |
| Parents’ drop-off and pick-up protocols planned to minimise adult to adult contact | | | | | | | Children from three classes will enter through three different doors- the staffroom, the front entrance and F/Y1 entrance. | | | |  | |  | | |  | |
| 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 | | | | **✓** | |  | | |  | |
| 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 | | | | **✓** | |  | | |  | |
| Ensure that you inform parents to maintain social distancing from others when dropping off and collecting pupils from school | | | | | | | This is communicated through newsletters and emails. | | | | **✓** | |  | | |  | |
| 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) | | | | | | | Yes, this has been detailed in an email. | | | |  | |  | | |  | |
| 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) | | | | | | | All parents are aware of this and signs are in place to reinforce it. | | | |  | |  | | |  | |
| Educational Visits must not take place at this time | | | | | | |  | | | | **✓** | |  | | |  | |
| From 8 March, school will work to resume all before and after-school educational activities and wraparound childcare for pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil’s wider education and training | | | | | | | Breakfast club and afterschool club will run as normal. | | | | **✓** | |  | | |  | |
| You should advise parents that where they are accessing this provision for their children, that they must only be using this, where:  • the provision is being offered as part of the school’s educational activities (including catch-up provision)  • the provision is as part of their child’s efforts to obtain a regulated qualification or meet the entry requirements of an education institution  • the use of the provision is reasonably necessary to support them to work, seek work, undertake education or training, attend a medical appointment or address a medical need or attend a support group | | | | | | |  | | | | **✓** | |  | | |  | |
| 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 | | | | | | | Discussions with local providers have taken place. | | | | **✓** | |  | | |  | |
| Where parents are using external childcare providers or out of school extra-curricular activities for their children, you should also:  • advise them to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible. | | | | | | | Discussions with parents have taken place. | | | | **✓** | |  | | |  | |
| External entrances to classrooms are used where practical | | | | | | | Yes, see above. | | | |  | |  | | |  | |
| Break times are staggered so that all pupils are not moving around the school at the same time | | | | | | | Yes, this has been planned into the school day. | | | |  | |  | | |  | |
| Lunch breaks are staggered | | | | | | | Children will eat in two classes and F/Y1 in the hall. Playtime will be split into sectioned areas of the playground. | | | |  | |  | | |  | |
| 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 | | | | | | | Yes, staff will continue to adopt social distancing in the staffroom ensuring a 2m distance is maintained at all times. | | | |  | |  | | |  | |
| 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. | | | | **✓** | |  | | |  | |
| School can resume non-overnight domestic educational visits | | | | | | | Domestic (UK) overnight and overseas educational visits are prohibited | | | | x | | ☐ | | | ☐ | |
| During PE lessons pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. | | | | | | | Yes, classes will use different sports equipment and PE will remain in class bubbles. | | | |  | |  | | |  | |
| Outdoor sports are prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene | | | | | | | Schools should refer to the following advice:  [guidance on the phased return of sport and recreation](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation) and guidance from [Sport England](https://www.sportengland.org/how-we-can-help/coronavirus) for grassroots sport  advice from organisations such as the [Association for Physical Education](https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf.) and the [Youth Sport Trust](https://www.youthsporttrust.org/coronavirus-support-schools) | | | |  | |  | | |  | |
| **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 | | | | | | | Yes, although this is limited with our parents. | | | |  | |  | | |  | |
| 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 | | | | | | | All staff have cleaning equipment in each room and a cleaning schedule is in place. | | | |  | |  | | |  | |
| Use a Fogging machine twice weekly in each room on a rota system.  See COSHH information. | | | | | | | Staff operating the fogger need to wear a face mask. All surfaces need clearing as much as possible first including paper and electrical sockets switched off. Once a room has been fogged, it cannot be entered for an hour. A notice will be placed on the door warning staff the room has been disinfected and when they can enter. | | | | **✓** | |  | | |  | |
| Surfaces that pupils are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters etc. are cleaned more often than normal | | | | | | | TA’s will monitor this throughout lessons. The HT and admin will monitor the shared areas around the school. | | | |  | |  | | |  | |
| Electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use | | | | | | | See above. | | | |  | |  | | |  | |
| Bins for tissues and other rubbish are emptied throughout the day | | | | | | | See above. | | | |  | |  | | |  | |
| Stocks of cleaning chemicals, liquid soap, paper towels, tissues, toilet roll, bin bags etc. regularly checked and additional supplies requested as necessary | | | | | | | See above | | | |  | |  | | |  | |
| Consideration given to how play equipment is used ensuring it is appropriately cleaned between groups of children using it | | | | | | | Yes, staff discussions have taken place and measures are in place. Where possible, equipment will not be shared. | | | |  | |  | | |  | |
| Outdoor playground equipment should be more frequently cleaned | | | | | | | This would also apply to resources used inside and outside by wraparound care providers | | | | **✓** | |  | | |  | |
| **Shared Resources** | | | | | | | | | | | | | | | | | |
| For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared | | | | | | | All staff have their own equipment in their own room. | | | |  | |  | | |  | |
| Classroom based resources, such as books and games, can be used and shared within the bubble; these are cleaned regularly, along with all frequently touched surfaces | | | | | | | Yes, a rota for maintaining this is in place. | | | |  | |  | | |  | |
| Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles | | | | | | | Yes, planning for this has been taken in to account. Equipment will be left as suggested if required to be shared. | | | |  | |  | | |  | |
| Pupils can bring essentials such as lunch boxes, hats, coats, books, stationery, bags and mobile phones (depending on school policy) in to school | | | | | | | Yes, parents are aware of this. | | | |  | |  | | |  | |
| The ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment has been assessed and where cleaning or disinfecting is not possible or practical, resources will be either:  • restricted to one user  • left unused for a period of 48 hours (72 hours for plastics) between use by different individuals | | | | | | | Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use | | | | **✓** | |  | | |  | |
| 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 will not be taking resources home unless unavoidable. Reading books will largely remain in school and children will read daily in school time.  Children’s books will be covered in a plastic sleeve so that they can be cleaned. | | | |  | |  | | |  | |
| Devices/ laptops/tablets etc. that are brought from home to school and back again are cleaned at the start and end of the day | | | | | | | Yes. This will continue as now. | | | |  | |  | | |  | |
| **Staffing & 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) | | | |  | |  | | |  | |
| Anybody contacted by NHS Test and Trace or local health protection team and told to self-isolate because they have been a close contact of a positive case, has a legal obligation to do so | | | | | | |  | | | | **✓** | |  | | |  | |
| Pupils, staff and other adults must not come into the school if:  • they have one or more coronavirus (COVID-19) symptoms  • a member of their household (including someone in their support bubble or childcare bubble  if they have one) has coronavirus (COVID-19) symptoms  • they are required to quarantine having recently visited countries outside the Common Travel Area  • they have had a positive test | | | | | | |  | | | | **✓** | |  | | |  | |
| School makes everyone onsite or visiting aware that they must immediately cease to attend and not attend for at least 10 days from the day after:  • the start of their symptoms  • the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test) | | | | | | |  | | | | **✓** | |  | | |  | |
| The school recognises that if they have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required | | | | | | | The LA has provided numbers for the local public Health representative and a clear procedure is in place. | | | | **✓** | |  | | |  | |
| Where a pupil routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the pupil. Pupils should be able to continue attending both settings. | | | | | | | While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact except when required by specific public health advice | | | | **✓** | |  | | |  | |
| Where individuals are self-isolating and are within the definition of vulnerable, school has put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support | | | | | | | Staff maintain regular contact with pupils having to self isolate. | | | | **✓** | |  | | |  | |
| 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 | | | | **✓** | |  | | |  | |
| The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally | | | | | | | You will be able to request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place | | | | **✓** | |  | | |  | |
| CEV staff are advised not to attend the workplace | | | | | | | Staff who are CEV will previously have received a letter from the NHS or their GP telling them this | | | |  | |  | | |  | |
| Current DHSC guidance, informed by PHE, currently advises that CEV individuals should continue to shield even after they have been vaccinated | | | | | | | This may change as we get further data on the effects of vaccination | | | |  | |  | | |  | |
| Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings | | | | | | | This applies to one member of staff. | | | | **x** | |  | | |  | |
| 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.  This does not currently apply to staff at the moment. | | | |  | |  | | | x | |
| Whilst pregnant women are at no greater risks of catching covid, there is evidence that those is later pregnancy are at greater risk of severe illness if they contract the virus and may give birth pre-term. Therefore, from now on pregnant employees in their 3rd trimester should be directed to work from home if they are currently attending a workplace. This should happen as soon as possible, and so managers are required to send home any pregnant employees who have reached the start of their 28th week of pregnancy | | | | | | | As per NYCC recommendation | | | |  | |  | | | **✓** | |
| Pregnant workers in their 3rd trimester are now to be treated in the same way as CEV staff | | | | | | | Not relevant at this present time. | | | |  | |  | | | **✓** | |
| Where it is necessary to use supply staff and peripatetic teachers, those individuals will be expected to comply with the school’s arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils | | | | | | | 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 | | | | | | | We do have a child needing specialist support so this will continue in line with guidelines. | | | | **x** | |  | | |  | |
| Volunteers may be used to support the work of the school, as would usually be the case | | | | | | | Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible. | | | | **✓** | |  | | |  | |
| 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 14 days from when the symptomatic person first had symptoms | | | | | | | 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 [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 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 | | | | | | | Pupils can use the disabled toilet in this instance. | | | |  | |  | | |  | |
| 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 non-residential schools, if a pupil displays coronavirus (COVID-19) symptoms, or has a positive test, while at their school they should avoid using public transport and, wherever possible, be collected by a member of their family or household | | | | | | |  | | | |  | |  | | |  | |
| In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result | | | | | | | If this is not possible, alternative arrangements may need to be organised by the school. The local authority may be able to help source a suitable vehicle which would provide appropriate protection for the driver, who must be made aware that the individual has tested positive or is displaying symptoms | | | | **✓** | |  | | |  | |
| In an emergency, call 999 if the pupil is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital | | | | | | |  | | | |  | |  | | |  | |
| Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test & Trace. | | | | | | |  | | | |  | |  | | |  | |
| 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 | | | | | | |  | | | |  | |  | | |  | |
| 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. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit | | | | | | | The advice service (or PHE local health protection team if escalated) will provide definitive advice on who must be sent home. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed  Yes, this has been communicated to both staff and parents. | | | |  | |  | | |  | |
| School have received an initial supply of 10 home test kits and information about how to order to replenish this supply when they are running out | | | | | | |  | | | | **✓** | |  | | |  | |
| School determines how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils. | | | | | | | The test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere.  These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. In particular, these tests kits will also help ensure that symptomatic staff can also get a test and if they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19). Further information is provided in our guidance Coronavirus (COVID-19): test kits for schools and FE providers | | | | **✓** | |  | | |  | |
| The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines | | | | | | |  | | | | **✓** | |  | | |  | |
| Those with symptoms are expected to order a test online or visit a test site to take a lab-based polymerase chain reaction (PCR) test to check if they have the virus | | | | | | |  | | | | **✓** | |  | | |  | |
| 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 | | | | | | |  | | | |  | |  | | |  | |
| Those with symptoms are expected to order a test online or visit a test site to take a lab-based polymerase chain reaction (PCR) test to check if they have the virus | | | | | | |  | | | | **✓** | |  | | |  | |
| 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 | | | |  | |  | | |  | |
| 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 tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating | | | | | | | Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation | | | |  | |  | | |  | |
| Someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period | | | | | | | This is because they could still develop coronavirus (COVID-19) within the remaining days | | | |  | |  | | |  | |
| If someone 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 keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days | | | | | | | Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace | | | |  | |  | | |  | |
| Schools send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious | | | | | | | 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 | | | | **x** | |  | | |  | |
| Public Health England is clear that routinely taking the temperature of pupils by the school is not recommended as this is an unreliable method for identifying coronavirus (COVID-19) so this does not take place | | | | | | |  | | | |  | |  | | |  | |
| **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.  Posters around school reinforce this. | | | |  | |  | | |  | |
| Consideration given to how often pupils and staff will need to wash their hands and incorporated time for this is in timetables or lesson plans | | | | | | | Staff have timetables in place to manage this. | | | | **✓** | |  | | |  | |
| Hands are washed with liquid soap & water for a minimum of 20 seconds | | | | | | |  | | | |  | |  | | |  | |
| 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 | | | | | | | Yes, we have plenty of sinks, hand sanitiser and measures are in place to ensure each pupil washes their hands hourly. | | | |  | |  | | |  | |
| Alcohol based hand cleansers/gels (containing at least 60% alcohol) can only be used if soap and water are not available, but is not a substitute for hand washing. Such gels MUST ONLY BE USED UNDER CLOSE SUPERVISION. In normal circumstances pupils should not be using alcohol based hand cleansers because of the risk of ingestion. | | | | | | | Skin friendly skin cleaning wipes can be used as an alternative | | | |  | |  | | |  | |
| School has embedded hand washing routines into school culture, supported by behaviour expectations to help ensure younger pupils and those with complex needs understand the need to follow them | | | | | | | Yes, children wash their hands regularly throughout the day under supervision of staff. | | | | **✓** | |  | | |  | |
| 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 | | | | | | |  | | | |  | |  | | |  | |
| School has embedded the ‘catch it, bin it, kill it’ approach to ensure younger pupils and those with complex needs get this right, and that all pupils understand that this is now part of how the school operates | | | | | | | The e-bug website contains free resources for schools, including materials to encourage good  hand and respiratory hygiene | | | |  | |  | | |  | |
| **Inadequate Personal Protection & PPE** | | | | | | | | | | | | | | | | | |
| Adults (staff and visitors) in Primary schools DO wear face coverings in areas outside of the classroom | | | | | | |  | | | |  | |  | | |  | |
| Children in Primary schools do not need to wear a face covering | | | | | | | Some children are choosing to and that is their family’s decision. | | | | **✓** | |  | | |  | |
| Transparent face coverings can also be worn, but only to assist communication with someone who relies on lip reading, clear sound or facial expression to communicate | | | | | | | Yes. Staff will wear these. We have one partially deaf pupil so this is vital. | | | | **✓** | |  | | |  | |
| Face visors or shields are not routinely worn as an alternative to face coverings | | | | | | | 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 | | | | **✓** | |  | | |  | |
| Face coverings do not need to be worn by pupils when outdoors on the premises | | | | | | |  | | | | **✓** | |  | | |  | |
| 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 | | | | | | | Yes all staff know these routines. | | | | **✓** | |  | | |  | |
| Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places | | | | | | | This is not relevant to us at this present time. | | | | **✓** | |  | | |  | |
| Pupils are instructed to:  • not touch the front of their face covering during use or when removing it  • dispose of temporary face coverings in a ‘black bag’ waste bin (not recycling bin)  • place reusable face coverings in a plastic bag they can take home with them  • wash their hands again before heading to their classroom | | | | | | | Yes through newsletters. | | | | **✓** | |  | | |  | |
| 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 | | | | | | | Yes, this is reiterated if required. | | | | **✓** | |  | | |  | |
| 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 | | | | | | |  | | | | **✓** | |  | | |  | |
| 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)  Yes, a stock of PPE is readily available. | | | |  | |  | | |  | |
| Adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes | | | | | | | Our pupils are choosing to wear a face covering or not. | | | |  | |  | | |  | |
| 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 | | | | | | | Packets of disposable face coverings are available in each room. | | | |  | |  | | |  | |
| Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully | | | | | | |  | | | | **✓** | |  | | |  | |
| **Visitors, Contractors & Spread of Coronavirus** | | | | | | | | | | | | | | | | | |
| All visitors and contractors must make pre-arranged appointments or they will not be allowed on site | | | | | | | Yes, although NYCC have sent two lots of building contractors out to visit us without prior appointment. | | | |  | |  | | |  | |
| School ensures site guidance on physical distancing and hygiene is explained to visitors and contractors on or before arrival | | | | | | | Yes, this is being explained by the admin assistant on arrival. | | | |  | |  | | |  | |
| 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 | | | | | | | Contractors will not be invited on site unless absolutely necessary. | | | |  | |  | | |  | |
| 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 | | | | **✓** | |  | | |  | |
| 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 | | | |  | |  | | |  | |
| A record is kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace. | | | | | | | All visitors sign in on entry to school. | | | |  | |  | | |  | |
| **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)  Two classrooms have air purifiers as does the school office which does not have a window. | | | | **✓** | |  | | |  | |
| 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 | | | | | | | All windows are opened daily in each room. | | | |  | |  | | |  | |
| The school offers flexibility to allow additional, suitable indoor clothing | | | | | | | For more information see School uniform | | | |  | |  | | |  | |
| Furniture rearranged where possible to avoid direct drafts | | | | | | |  | | | |  | |  | | |  | |
| Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces | | | | | | |  | | | | **✓** | |  | | |  | |
| 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 | | | | **✓**  These are used sparingly**.** | |  | | |  | |
| Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation | | | | | | | Fire doors must not be propped open unless they have a self-closing hold open device fitted  They do have these and we have been doing this. | | | |  | |  | | |  | |
|  | | | | | | | | | | | | | | | | | |
| 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):** | | **Emma Cornhill**  **Head teacher** | | | | **Signature(s):** | | | |  | | | | | | | |
| **Date:** | | **March 2021** | | | | **Review Date: As required** | | | | **As required** | | | | | | | |
| **Distribution: All staff and parents visitors to school.** | | | | | | | | | | | | | | | | | |
| 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** | | | | | | | | | | | | |

