

Activity/ Situation	WIDER OPENING OF SCHOOL FROM SEPTEMBER 2020				
Location	Bedale High School				
Persons at Risk	Pupils <input checked="" type="checkbox"/>	Employees <input checked="" type="checkbox"/>	Visitors <input checked="" type="checkbox"/>	Contractors <input checked="" type="checkbox"/>	
HAZARD(S)	<p><i>Note: this list is not exhaustive and <b>must</b> be adapted for your own needs</i></p> <ul style="list-style-type: none"> <li>✘ Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed</li> <li>✘ Social Distancing Measures Not Followed During Travel to and from School</li> <li>✘ Inadequate Cleaning/Sanitising</li> <li>✘ Shared Resources</li> <li>✘ Staffing &amp; Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors</li> <li>✘ Site User Becoming Unwell</li> <li>✘ Site User Developing Symptoms</li> <li>✘ Inadequate Hand Washing/Personal Hygiene</li> <li>✘ Inadequate Personal Protection &amp; PPE</li> <li>✘ Visitors, Contractors &amp; Spread of Coronavirus</li> <li>✘ Inadequate Ventilation</li> </ul>				
	CONTROL MEASURES		ADDITIONAL INFORMATION	YES	NO
<p><i>Note: you <b>must</b> amend and adapt this generic risk assessment to suit your own needs by selecting the controls from the examples provided (adding and amending others where necessary) and then evaluate the overall risk for the activity/situation.</i></p>					
<p>In considering all of the below risks and potential control measures, please be mindful of your duties under the Equality Act by ensuring that there is no adverse impact on any particular group of staff / pupils with protected characteristics</p>					
<p><a href="#">Local Restriction Tiers Guidance</a></p>					
<p><b>1.Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed</b></p>					
1.1 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	Year group bubbles maintained as much as practically possible. Staggered break & lunch times. Zoned areas at these times for each group.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 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	Registers in all lessons & ex curricular clubs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3 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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

	within and around school, you can look to implement year group sized 'bubbles'			
1.4 In the younger years in Secondary Schools (key stage 3), schools may be able to implement groups that are the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in group become ill with coronavirus (COVID-19).	Key Stage 3 and Key Stage 4 will be in year group bubbles for lessons and recreation times as we cannot maintain smaller groups practically.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.5 In Secondary Schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended	As above.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 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	Assemblies, form time instructions, one way system, staff presence on corridors, staggered recreation times, separate entrance/exits and zoned areas.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 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	As above.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8 It is recognised that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.9 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	Students from different year group bubbles will only have very limited mixing e.g. ex curricular clubs, detentions etc where they will still be separated within as much as possible.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10 Siblings may be in different groups		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11 Teachers and other staff operate across different classes and year groups in order to facilitate the delivery of the school timetable	Most teaching staff will remain in their own rooms with very limited movement needed to other teaching spaces.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Cleaning routines in place in each venue.			
1.12 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	Staff to remain at front of room at all times. 'Keep your distance' signage and reminders around site. One way system in operation. 4.11.20: Face coverings now mandatory in corridors and at transition times for staff and students. See Inadequate Personal Protection section of this RA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.13 Where possible adults maintain a 2 metre distance from each other, and from children	See aforementioned precautions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.14 Adults avoid close face to face contact and limit time spent within 1 metre of anyone to less than 15 minutes duration	Exceptions may be First Aid issues but appropriate PPE will be used and has been provided. Refer to definitions of direct/close/proximity contact: - direct close contacts - face to face contact with an infected individual for <b>any length of time</b> , within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)  - proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.15 Within the classroom a distance between people is maintained so far as reasonably practical	Yes. But students in lessons will be within their year group bubble, and necessity dictates that they will need to sit next to each other in full classes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.16 Face to face contact time is reduced and limited to no more than 15 minutes duration	Teachers remaining at front of classroom. Some exceptions – see below.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.17 Pupils are seated side by side and facing forwards, rather than face to face or side on	Yes in classrooms, but in some specialist areas this is not possible e.g. DT Rooms. DMC and site team to review seating in rooms.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.18 Staff will work side on to pupils as opposed to face to face whenever possible	Staff training in Sept. Staff will remain at the front of the classroom wherever possible.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.19 Educational and care support is provided as normal to pupils who have complex needs or who need close contact care	Training from AKN to her team of support and pastoral staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.20 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. <a href="#">Our guidance on supporting pupils at school with medical conditions</a> remains in place	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.21 Unnecessary furniture has been moved out of classrooms to make more space	DMC and site team to review rooms.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.22 Large gatherings such as assemblies or collective worship with more than one group do not take place	Only single year group assemblies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.23 The timetable and selection of classroom or other learning environment has been used to reduce movement around the school or building	Through staggered breaktimes, lunches, separate entrance/exits and zoned recreational areas.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.24 Consideration given to staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school	Not possible with bus restrictions but managed entrance and exit routines in place.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.25 Parents' drop-off and pick-up protocols planned to minimise adult to adult contact	Previous guidance to be reissued.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.26 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)	Previous guidance to be reissued.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.27 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)	Previous guidance to be reissued.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.28 External entrances to classrooms are used where practical		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.29 Break times are staggered so that all pupils are not moving around the school at the same time	Yes. With separate zoned areas for eating and recreation time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.30 Lunch breaks are staggered	Yes. With separate zoned areas for eating and recreation time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.31 Numbers of staff using Staff Room are limited or the use of Staff Room is staggered to ensure that staff maintain 2 metres distance from each other	The taping off or removal of chairs may be needed to ensure staff cannot sit within 2 metres of each other. Staff must still have a break of a reasonable length during the day	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.32 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.33 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.	PE staff following guidance to choose non-contact 'Low C factor' sports. Cleaning kits issued for staff to use.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.34 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: <a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroots sport  advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.35 School can resume non-overnight domestic educational visits (though not during the current lockdown).	Domestic (UK) overnight and overseas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	educational visits are prohibited.			
School has resumed, or is working to resume, all their breakfast and after-school provision		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School works closely with any external wraparound providers which their pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where it is not possible, or it is impractical to group children in the same bubbles as they are in during the school day, schools and external providers group children with others from outside their school day bubble (or from a different school, where children from multiple schools are attending provision) keep children in small, consistent groups with the same children each time		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>2 Social Distancing Measures Not Followed During Travel to and from School</b>				
2.1 Parents and pupils are encouraged to walk or cycle to their education setting where possible	Through newsletter and other correspondence.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Schools, parents and pupils following the government guidance on how to travel safely, when planning their travel on public transport	<a href="#">safer travel guidance for passengers</a> Shared with parents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Face coverings are required at all times on public transport for children, over the age of 11	Shared with parents and students to be reminded in school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3 Inadequate Cleaning/Sanitising</b>				
3.1 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	Schedule established for shared areas and followed by caretakers throughout day. Staff issued with cleaning kits for between lesson 'wipe-downs'. Training in Sept.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Surfaces that pupils are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters etc. are cleaned more often than normal	Cleaning kit in classrooms to clean desks/chairs throughout the day. Thorough clean from professionals at end of each day.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.4 Bins for tissues and other rubbish are emptied throughout the day	Small pedal bins for tissues in all	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	classrooms in addition to normal bin.			
3.5 Stocks of cleaning chemicals, liquid soap, paper towels, tissues, toilet roll, bin bags etc. regularly checked and additional supplies requested as necessary	Site Team & cleaning contractors regularly checking and managing stock	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Staff kitchen: limit usage and extra precautions in place to reduce opportunities for transmission	Staff must bring, use and clean their own items. Disposable paper towels in place for drying. No sharing of items.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7 Consideration given to how play equipment is used ensuring it is appropriately cleaned between groups of children using it	For PE equipment see 4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>4 Shared Resources</b>				
4.1 For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared	Parents and students issued with updated equipment list and reminded of importance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 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	Cleaning kit available to teacher in classrooms to ensure that any necessary sharing across bubbles incorporates cleaning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 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	Cleaning kit available to teacher in classrooms. Guidance clarified in Sept staff training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Pupils can bring essentials such as lunch boxes, hats, coats, books, stationery, bags and mobile phones (depending on school policy) in to school	See 4.1. Lockers will be used for storage and zoned into year group bubbles.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 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	Yes – staff to follow guidance in 4.3. MGI updating marking and feedback policy to reflect changes. It is very difficult to adequately clean exercise books so staff need to isolate the books for 48 hours before marking.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>4.6 Devices/ laptops/tablets etc. that are brought from home to school and back again are cleaned at the start and end of the day</p>	<p>Staff to take personal responsibility for own devices and limit use as much as possible Students are asked not to share items brought from home and clean before bringing into school</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>5 Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors</b></p>				
<p>5.1 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</p>	<p>Ensuring that pupils, staff and other adults do not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a>, 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)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>5.2 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</p>	<p>Yes – school following national and NYCC guidelines around reporting cases.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>5.3 All pupils, including those who are <a href="#">clinically extremely vulnerable</a>, can continue to attend school at all Local Restriction Tiers unless they are one of the very small number of pupils or students under paediatric care (such as recent transplant or very immunosuppressed children and have been advised specifically by their GP or clinician not to attend school.</p>	<p><a href="#">New advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable</a></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>5.4 Staff who are in the clinically extremely vulnerable group can continue to attend school in all three local restriction tiers</p>	<p>Advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>5.5 Under local restriction tier 3: very high alert, staff and employers may wish to discuss flexibilities that support clinically extremely vulnerable staff, such as staggered start times to reduce travel during rush hour</p>	<p>An Individual Risk Assessment will be needed. Advice sought on a case by case basis. Individual Risk Assessments will need to be subject to regular review In the future, the government will only reintroduce formal restrictive shielding advice in some local areas in tier 3: very high alert where this has been advised by the Chief Medical Officer, and only for a limited period of time. The government will write to individuals to inform them if they are advised to follow formal shielding and not attend the workplace.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>5.6 People who live with those who are clinically extremely vulnerable or clinically vulnerable can and do attend the workplace</p>	<p>An Individual Risk Assessment may be needed. Advice sought on a case by case basis. Individual Risk Assessments will need to be subject to regular review</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>5.7 Pregnant women are in the 'clinically vulnerable' category</p>	<p>School must complete the New and Expectant Mothers risk assessment as well as the Covid Individual risk assessment. Both the New and Expectant Mothers and the Individual</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Risk Assessment must be reviewed prior to 28 weeks when risk factors increase. Individual Risk Assessments will need to be subject to regular review <a href="#">RCOG Q&amp;A -covid-19-virus-infection-and-pregnancy</a>			
5.8 Where it is necessary to use supply staff and peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to minimise contact and maintain as much distance as possible from other staff	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.9 Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.10 Volunteers may be used to support the work of the school, as would usually be the case	Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.11 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6 Site User Becoming Unwell</b>				
6.1 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 <a href="#">arrange to have a test</a> 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	<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a> Shared with parents/staff in guidance docs. Staff to use on-call if such symptoms are evident within the	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>student group. Student to be escorted to first aid staff in reception where staff will follow Covid protocols. stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection 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</p>			
<p>6.2 If a pupil is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the Pupils and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation.</p>	<p>Use Room 29 for any Covid-related concerns as a ventilated holding area with separate entrance/exit and toilet facility Separate 1<sup>st</sup> Aider guidance.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>6.3 If the pupil needs to go to the toilet while waiting to be collected, they should use a separate toilet if possible. The toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else</p>	<p>As above, 2 bathrooms available in Room 29 – to be included on the cleaning rota. Separate 1<sup>st</sup> Aider Guidance.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>6.4 PPE should be worn by staff caring for the pupil while they await collection if a distance of 2 metres cannot be maintained (such as for a very young pupil or a pupil with complex needs)</p>	<p>See Inadequate Personal Protection &amp; PPE section of this risk assessment</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>6.5 In an emergency, call 999 if the pupil is seriously ill or injured or their life is at risk.</p>	<p>Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy,</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	urgent care centre or a hospital			
6.6 Any member of staff who has provided <b>close contact care</b> to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, <b>do not</b> need to go home to self-isolate unless: <ul style="list-style-type: none"> <li>the symptomatic person subsequently tests positive</li> <li>they develop symptoms themselves (in which case, they should arrange to have a test)</li> </ul> they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated)	School registered with Employer Referral Portal and can refer staff for testing if/when needed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.7 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	Staff training reminders, signage around school, standard Covid protocols and routines in place.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.8 The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people	<a href="#">COVID-19: cleaning of non-healthcare settings guidance</a> Site staff/cleaning contractors to be notified as appropriate to carry out cleaning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7 Site User Developing Symptoms</b>				
7.1 Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to book a test if they are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit	See additional notes in Risk Assessment Guidance doc for clarification on procedure. The advice service (or PHE local health protection team if escalated) will provide definitive advice on who must be sent home. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2 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		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace				
7.3 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 should call the Test and Trace helpdesk on 119 if these have not arrived.	☒	☐	☐
7.4 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 <a href="#">Coronavirus (COVID-19): test kits for schools and FE providers.</a>	☒	☐	☐
7.5 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		☒	☐	☐
7.6 Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to <a href="#">self-isolate</a> if they have been in close contact with someone	See additional notes in parent and student guidance doc for clarification	☒	☐	☐

<p>who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</p>	<p>on procedure. 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</p>			
<p>7.7 Parents and staff are asked to inform the school immediately of the results of a test</p>	<p>See additional notes in parent and student guidance doc for clarification on procedure. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>7.8 If someone with symptoms tests negative for coronavirus (COVID-19), then they need should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact</p>	<p>Staff to follow usual absence/illness procedures.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>7.9 Someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period</p>	<p>This is because they could still develop coronavirus (COVID-19) within the remaining days</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>7.10 If someone with symptoms tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their</p>	<p>When School becomes aware that someone who has attended has tested positive for coronavirus (COVID-19).- Schools will contact the local health protection team. (NB.This team will also contact schools directly if they become aware that someone who has tested positive</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

household should all self-isolate for the full 10 days	for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace			
7.11 Schools send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious	<p>Close contact means:</p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>- travelling in a small vehicle, like a car, with an infected person</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.12 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.13 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	Not part of procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>8 Inadequate Hand Washing/Personal Hygiene</b>				

8.1 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 leave sufficient time to wash their hands regularly, as frequently as pupils	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2 Hands are washed with liquid soap & water for a minimum of 20 seconds	Notices in toilets. Reminders in training and assemblies etc..	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3 The school has considered whether they have enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly	School to purchase sanitiser units for entrance doors and canteen area.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4 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 <b>MUST ONLY BE USED UNDER CLOSE SUPERVISION</b> . In normal circumstances pupils should not be using alcohol based hand cleansers because of the risk of ingestion. School will also encourage the use of effective alcohol-free sanitiser when appropriate, to support the CLEAPSS guidance.	Staff supervision at cleaning stations points. Hand-washing with soap and water available at points through the day. Skin friendly skin cleaning wipes can be used as an alternative.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.5 The 'catch it, bin it, kill it' approach is very important and is promoted	<p>Posters and signage around school to support daily briefing messages and reminders.</p>  <p>The image shows three posters from the NHS 'Catch It, Bin It, Kill It' campaign. The first poster, 'CATCH IT', features a hand with a germ and says 'Germs spread easily. Always carry tissues and use them to catch your cough or sneeze.' The second, 'BIN IT', shows a bin and says 'Germs can live for several hours on tissues. Dispose of your tissue as soon as possible.' The third, 'KILL IT', shows hands being washed and says 'Hands can transfer germs to every surface you touch. Clean your hands as soon as you can.' The NHS logo is at the bottom.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.6 Disposable tissues are available in each room for both staff and pupil use	Included in rooms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.7 Bins (ideally lidded pedal bins) for tissues are available in each room	Included in rooms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.8 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	AKN checking and completing and will share with staff if any are needed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 9 Inadequate Personal Protection & PPE

<p>9.1 Face coverings are currently not in use by pupils in Primary schools as the risks are considered to be lower as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>9.2 In schools that are in <b>Tier 2 or Tier 3</b>, adults (staff and visitors) in Primary Schools and in secondary schools DO wear face coverings in areas outside of the classroom</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>9.3 <b>In the event of an area moving into local restriction tier: high alert or very high alert</b>, schools will ensure they communicate quickly and clearly to staff, parents and pupils that the new arrangements require the use of face coverings in certain circumstances</p>	<p>Some individuals are exempt from wearing <a href="#">face coverings</a>. This applies to those who:</p> <ul style="list-style-type: none"> <li>- cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability</li> <li>- speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate</li> </ul> <p>The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>9.4 In Secondary schools, that is year 7 and above, where social distancing is difficult to maintain (e.g. communal areas, corridors, staircases etc.), then face coverings may be worn by adults and pupils to address the risks at the discretion of the head teacher</p>	<p><a href="https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education">https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education</a></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>9.5 <b>In Secondary schools, when an area moves to local restriction tiers 2 or 3 (high alert or very high alert), face coverings should be worn by adults and pupils when moving</b></p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained				
9.6 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.7 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	See parent and student guidance booklet. If a student has a specific need that means they wish to wear a face covering in class, the parent should contact school to discuss.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.8 In such circumstances as face coverings are to be worn in school they must be worn correctly <a href="https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education">https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education</a>	Students and staff must now wear face coverings during lesson changeovers, or when travelling around in side the building and on corridors. Routines incorporated at start/end of lessons and students regularly reminded.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.9 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	Routines incorporated at start/end of lessons and students regularly reminded.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.10 Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the	See parent and student guidance,	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

safe storage of them in individual, sealable plastic bags between use	routines & equipment list issued.			
9.11 Where a face covering becomes damp, it should not be worn and the face covering should be replaced		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.12 Where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, the school has taken steps to have a small contingency supply available to meet such needs		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.13 School has a procedure for removing face coverings when those who use them arrive at school, and when to wear face coverings at school in certain circumstances	This procedure should be communicated clearly to pupils and staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.14 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	<p>Separate guidance for First Aid process and first aid staff re treatment rooms, routines and PPE use. See additional guidance.</p> <p>First Aid staff have completed online PPE training.</p> <p><a href="#">safe working in education, childcare and children's social care</a></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10 Visitors, Contractors &amp; Spread of Coronavirus</b>				
10.1 All visitors and contractors must make pre-arranged appointments or they will not be allowed on site	DMC to monitor and act as 'gatekeeper'. Reception staff and site staff briefed to contact DMC.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.2 School ensures site guidance on physical distancing and hygiene is explained to visitors and contractors on or before arrival	Briefing doc to be produced for visitors to refer to.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.3 Where visits can happen outside of school hours, they are arranged as such		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.4 Contractors to attend by agreement only after school have satisfied themselves that it is necessary for the visit to take place at that	DMC to monitor and act as 'gatekeeper'. Reception staff and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

time and that all required controls are in place to allow the work to continue safely	site staff briefed to contact DMC.			
10.5 Contractors to provide updated risk assessment prior to visit which includes their own controls round infection spread prevention	Pre-visit checklist to be monitored by DMC.  Times of visits may need to be adapted to take in to account the ability to maintain appropriate social distancing measures and availability of resources to effectively clean following the visits.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.6 As normal, school engages with their local immunisation providers to provide immunisation programmes on site, ensuring these are delivered in keeping with the school's control measures	These programmes are essential for children's health and wellbeing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.7 Where schools are satisfied that it would be safe to do so, they may choose to open up or hire out their premises for use by external bodies or organisations, such as external coaches or after-school or holiday clubs or activities	In doing so, schools should ensure they are considering carefully how such arrangements can operate within their wider protective measures and should also have regard to any other relevant government guidance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.8 A record is kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.	Visitor sign-in protocols	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>11 Inadequate Ventilation</b>				
11.1 Occupied spaces must always be well ventilated and a comfortable teaching environment maintained	This can be achieved by a variety of measures including:  <b>mechanical ventilation systems</b> – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	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)			
11.1 Ventilate spaces with outdoor air	Classroom windows to be opened by caretakers each morning with doors wedged open. Natural ventilation – if necessary external opening doors may also be used provided this doesn't compromise safeguarding measures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.2 Where possible, occupied room windows should be open.	As above	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.3 Keep toilet ventilation in operation as much as possible while building is occupied	Doors open when not in use.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.4 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 <a href="#">air conditioning and ventilation during the coronavirus outbreak</a> and <a href="#">CIBSE coronavirus (COVID-19) advice</a> .	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11.5 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 Classroom doors (not fire doors) to be wedged open.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.6 In cold weather where the school heating system is activated, some 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	to provide constant background ventilation, and opened more fully during breaks to purge the air in the space)			
11.7 Consideration given to only opening some windows instead of all windows when the heating is activated		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.8 Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.9 When heating is activated and windows are on trickle vent, consideration is given to employing desk fans to move any stagnant pockets of air	Windows will be opened sufficiently to avoid the need for desk fans.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11.10 If school needs to use additional heaters they only use sealed, oil filled electric heaters	Electric fan heaters used but sparingly due to increased fire and electrical risk	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment		Yes <input checked="" type="checkbox"/>		No <input type="checkbox"/>
What is the level of risk for this activity/situation with existing control measures		High <input checked="" type="checkbox"/>	Med <input type="checkbox"/>	Low <input type="checkbox"/>
Is the risk adequately controlled with existing control measures		Yes <input type="checkbox"/>		No <input checked="" type="checkbox"/>
Have you identified any further control measures needed to control the risk and recorded them in the action plan		Yes <input checked="" type="checkbox"/>		No <input type="checkbox"/>
State overall risk level assigned to the task <b>AFTER</b> implementation of control and action plan measures taken as a result of this risk assessment		High <input type="checkbox"/>	Med <input checked="" type="checkbox"/>	Low <input type="checkbox"/>
Is such a risk level deemed to be as low as reasonably practical?		Yes <input checked="" type="checkbox"/>		No <input type="checkbox"/>
Is activity still acceptable with this level of risk?		Yes <input checked="" type="checkbox"/>		No <input type="checkbox"/>
If no, has this been escalated to senior leadership team?		Yes <input type="checkbox"/>		No <input type="checkbox"/>
<b>Assessor(s):</b>	<b>T Kelly &amp; D McFarlane</b>	<b>Signature(s):</b>		
<b>Position(s):</b>	<b>Headteacher &amp; Business Manager</b>			
<b>Date:</b>	<b>30.7.20</b>	<b>Review Date:</b>	<b>WC 28.9.20</b>	
<b>4.9.20</b>	<b>Updated from Terry Bland guidance (PPE section)</b>	<b>Oct 2020</b>		
<b>4.11.20</b>	<b>Updated from Terry Bland guidance (various sections)</b>	<b>Jan 2021</b>		
<b>17.11.20</b>	<b>Updated from Terry Bland guidance (various sections)</b>	<b>Jan 2021</b>		
<b>23.12.20</b>	<b>Updated from Terry Bland guidance (various sections)</b>	<b>Jan 2021</b>		

**Distribution: Staff, Governors, Parents, Website.**

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