

Activity/ Situation	FULL OPENING OF SCHOOL DURING COVID-19 PANDEMIC from 17 <sup>th</sup> May 2021			
Location	Skelton Primary School			
Persons at Risk	Pupils ☒	Employees☒	Visitors ☒	Contractors ☒
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>✖ <b>Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed</b></li> <li>✖ <b>Social Distancing Measures Not Followed During Travel to and from School</b></li> <li>✖ <b>Inadequate Cleaning</b></li> <li>✖ <b>Shared Resources</b></li> <li>✖ <b>Staffing &amp; Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors</b></li> <li>✖ <b>Site User Becoming Unwell</b></li> <li>✖ <b>Site User Developing Symptoms</b></li> <li>✖ <b>Inadequate Hand Washing/Personal Hygiene</b></li> <li>✖ <b>Inadequate Personal Protection &amp; PPE</b></li> <li>✖ <b>Visitors, Contractors &amp; Spread of Coronavirus</b></li> <li>✖ <b>Inadequate Ventilation</b></li> </ul>			
CONTROL MEASURES	ADDITIONAL INFORMATION	YES	NO	N/A
<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><b>From 8 March, all pupils should attend school. Secondary pupils will be offered testing from 8 March</b></p>				
<p><b>Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed</b></p>				
<p>Consistent groups are in place which reduces the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group</p>	<p>Details;-            1) Ducklings and Robins            2) Woodpeckers            3) Owls            4) Kingfishers            Within these 4 groups each class will limit contact with other classes as much as possible.</p>	☒	☐	☐
<p>The school keeps a record of pupils and staff in each group, and any close contact that takes place between children and staff in different groups</p>	<p>This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive</p>	☒	☐	☐

	records in a way that is overly burdensome			
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		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary schools may be able to implement smaller groups 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' <b>See groups and commentary above.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the younger years in Secondary Schools (key stage 3), schools may be able to implement smaller groups 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).		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
In Secondary Schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Whatever the size of the group, they are kept apart from other groups and older children are encouraged to keep their distance within their groups	All 4 groups kept apart within the school and outside.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schools with the capability to do it should take steps to limit interaction, and the sharing of rooms and social spaces between groups as much as possible	All classes within the groups will have specific classrooms. Only one group or class will be in the Hall at any one time with cleaning in-between.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is recognised that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schools keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport	Only very limited mixing will take place at Breakfast and after school Club.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Siblings may be in different groups	There will be siblings in different groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers and other staff operate across different classes and year groups in order to facilitate the delivery of the school timetable	The majority of teachers and staff will remain within their group or class.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where staff need to move between classes and year groups, they should keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults	See Inadequate Personal Protection section of the RA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The number of interactions or changes are minimised wherever possible		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where possible adults maintain a 2 metre distance from each other, and from children		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults avoid close face to face contact and limit time spent within 1 metre of anyone	<p>- direct close contacts</p> <p>- 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)</p> <p>- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff in Secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational and care support is provided as normal to pupils who have complex needs or who need close contact care		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schools, local authorities, health professionals, regional schools commissioners and other services work together to ensure that children with medical conditions are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers	In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility. <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"/>
Pupils are seated side by side and facing forwards, rather than face to face or side on	Children year 2-6 sit in rows, facing forwards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unnecessary furniture has been moved out of classrooms to make more space		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Large gatherings such as assemblies or collective worship with more than one group do not take place</p>	<p>Assemblies to be held on line. When in person assemblies held they will be with each group. Each class within a group will be at least 2m from other class/es</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The timetable and selection of classroom or other learning environment has been used to keep groups apart and reduce movement around the school or building</p>	<p>Avoid creating busy corridors, entrances and exits</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Break times are staggered so that all pupils are not moving around the school at the same time</p>	<p>All groups have distinct areas outside for break times. There will be no movement inside school at break times</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Lunch breaks are staggered</p>	<p>Lunch breaks are staggered and on separate playgrounds</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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</p>	<p>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</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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</p>	<p>Virtual staff meetings could take place where staff stay in their classrooms and join the meeting</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Consideration given to staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school</p>	<p>Staggered start and finish times should not reduce the amount of overall teaching time Nursery – 8.45 to 9 am. 3pm - 3.15pm  A staggered start may include:  <ul style="list-style-type: none"> <li>condensing or staggering free periods or break time but retaining the same amount of teaching time</li> </ul> </p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	keeping the length of the day the same but starting and finishing later to avoid busy periods			
Parents' drop-off and pick-up protocols planned to minimise adult to adult contact	- Staggered drop off and pick up times to reduce contact	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All parents/carers entering the school premises (and in other congested areas around school premises) wear a face covering in addition to social distancing	- This is an extra safeguard to reduce the transmission of the virus. Please note that this does not apply to those who are medically exempt	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure that you inform those travelling by car that they should wait in their car until the specific drop off time	- This will reduce the amount of people assembling in and around the school grounds and will help with social distancing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure that you inform parents to maintain social distancing from others when dropping off and collecting pupils from school	-	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and pupils are told their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)	Letter issued to parents. Pupils informed in class.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is made clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)	Letter issued to parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schools can resume educational day visits from 12 April	Any educational day visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domestic and International residential educational visits must not take place at this		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

time. This will be reviewed no earlier than 17 May				
School will work to resume all before and after-school educational activities and wraparound childcare for pupils		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You should advise parents that where they are accessing this provision for their children, that they must only be using this, where: <ul style="list-style-type: none"> <li>• the provision is being offered as part of the school's educational activities (including catch-up provision)</li> <li>• the provision is as part of their child's efforts to obtain a regulated qualification or meet the entry requirements of an education institution</li> <li>• 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</li> </ul>		<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"/>
If the provision is taking place indoors and it is not possible to group children in the same bubble as they are in during the school day, providers should try to keep them in consistent groups of no more than 15 children and at least one staff member		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities taking place outdoors can happen in groups of any number	This is because the transmission risk is lower outside	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Social Distancing Measures Not Followed During Travel to and from School</b>				
Parents and pupils are encouraged to walk or cycle to their education setting where possible	Majority of families walk to Skelton Primary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schools, parents and pupils following the government guidance on how to travel safely, when planning their travel on public transport	<u>safer travel guidance for passengers</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Inadequate Cleaning</b>				
A cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups is in place	Cleaning carried out at lunch time and again after school each day and toilets and frequently touched handles etc cleaned at lunch time. Dining tables in hall to be cleaned between each sitting.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Frequently touched surfaces, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters etc. are cleaned more often than normal	Wipes and disinfectant are available in all areas to enable staff to carry out this cleaning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bins for tissues and other rubbish are emptied throughout the day	Lidded bins in all classrooms. Will be emptied during the day if they become full.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stocks of cleaning chemicals, liquid soap, paper towels, tissues, toilet roll, bin bags etc. regularly checked and additional supplies requested as necessary		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consideration given to how play equipment is used ensuring it is appropriately cleaned between groups of children using it	No sharing of play equipment between groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor playground equipment should be more frequently cleaned	This would also apply to resources used inside and outside by wraparound care providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Shared Resources</b>				
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	Each child to have their own pencil/pen in Y2 and KS2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom based resources, such as books and games, can be used and shared within the bubble; these are cleaned regularly, along with all frequently touched surfaces	Wipes and disinfectant are available in all areas to enable staff to carry out this cleaning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles	Wipes and disinfectant are available in all areas to enable staff to carry out this cleaning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils should limit the amount of equipment they bring into school each day, including essentials such as lunch boxes, hats, coats, books, stationery, bags and mobile phones (depending on school policy)		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment has been assessed and where cleaning or disinfecting is not possible or practical, resources will be either: • restricted to one user	Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<ul style="list-style-type: none"> <li>left unused for a period of 48 hours (72 hours for plastics) between use by different individuals</li> </ul>				
<p>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</p>	<p>It is very difficult to adequately clean exercise books so the school may need to isolate the books for 48 hours before marking</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors</b>				
<p>Contact with individuals who are required to self-isolate is minimised by ensuring they do not attend the school</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Pupils, staff and other adults must not come into the school if:</p> <ul style="list-style-type: none"> <li>they have one or more <a href="#">coronavirus (COVID-19) symptoms</a></li> <li>a member of their household (including someone in their <a href="#">support bubble</a> or <a href="#">childcare bubble</a> if they have one) has coronavirus (COVID-19) symptoms</li> <li>they are required to <a href="#">quarantine having recently visited countries outside the Common Travel Area</a></li> <li>they have had a positive test <ul style="list-style-type: none"> <li>have been in close contact with someone who tests positive for coronavirus (COVID-19)</li> </ul> </li> </ul>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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:</p> <ul style="list-style-type: none"> <li>the start of their symptoms</li> <li>the test date if they did not have any symptoms but have had a positive LFD or PCR test (if an LFD test is taken first, and a PCR test is then taken within 2 days of the positive lateral flow test, and is negative, it overrides the LFD test and the pupil can return to school)</li> </ul>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they</p>	<p>This is because a cough or anosmia can last for several weeks</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia	once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice.			
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		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where a pupil routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the pupil. Pupils should be able to continue attending both settings.	While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact except when required by specific public health advice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where individuals are self-isolating and are within the definition of vulnerable, school has put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where schools and colleges are carrying out their own testing regime, they make it clear to staff and pupils that a negative test result does not remove the risk of transmission	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All CEV pupils should attend their school unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician not to attend		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CEV individuals are no longer advised to shield but must continue to follow the rules in place for everyone under the current national restrictions		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff with specific health conditions who fall within the CEV category and have been	Individual risk assessments are	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

shielding, are advised to stay at home as much as possible. If working from home is not possible, they may be asked to return to work. Consideration should first be given to roles in school where it is possible to maintain social distancing. Returning is subject to an individual risk assessment and being able to maintain social distancing as much as possible	needed and guidance must be sought			
Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from coronavirus (COVID-19) where it is not possible to work from home, these staff can attend school as long as the <a href="#">system of controls</a>	<a href="#">information available on who is at higher risk from coronavirus</a>			
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 <a href="#">RCOG Q&amp;A covid19 virus infection and pregnancy</a>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We currently advise, due to the increased risk of serious illness and premature birth after 28 weeks gestation arising from Covid, that pregnant colleagues in their 3 <sup>rd</sup> trimester do not attend a physical workplace. Therefore, from now on pregnant employees in their 3 <sup>rd</sup> trimester should be directed to work from home if they are currently attending a	As pregnant women are currently advised not to be vaccinated and there continues to be moderate levels of coronavirus transmission within the community, we	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<p>workplace. This should happen as soon as possible, and so managers are required to send home any pregnant employees who have reached the start of their 28<sup>th</sup> week of pregnancy</p>	<p>have decided to continue to advise those in the 3<sup>rd</sup> trimester of pregnancy to continue to remain away from workplaces As per NYCC recommendation</p>			
<p>All employers have a duty of care to their employees, and this extends to their mental health. Make sure you have explained to all staff the measures you are putting in place. Discuss with all staff any changes in place as part of these measures. Because some staff may be particularly anxious about returning, you may need extra systems in place to support staff wellbeing</p>	<p>Read about the: <a href="#">extra mental health support for pupils and teachers</a>, <a href="#">Wellbeing for Education return programme</a>  <a href="#">Education Support</a> provides a free helpline for school staff and targeted support for mental health and wellbeing</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Pregnant workers in their 3<sup>rd</sup> trimester are now to be treated in the same way as CEV staff</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Supply staff, volunteers and other temporary or peripatetic staff can move between schools.</p>	<p>They should ensure they minimise contact and maintain as much distance as possible from other staff. Such staff and visitors must follow your school's arrangements for managing and minimising risk based on the <a href="#">system of controls</a>. They should also have access to information on the safety arrangements and be provided with this as soon as possible after the booking. This also applies to other temporary staff and volunteers working in schools such as:</p> <ul style="list-style-type: none"> <li>• support staff working on a supply basis</li> <li>• peripatetic staff such as music tutors and sports coaches</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<ul style="list-style-type: none"> <li>those working in before and after school clubs</li> </ul>			
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"/>
<b>Site User Becoming Unwell</b>				
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. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. If a member of the household starts to display symptoms while self-isolating they will need to restart the 10 day isolation period and book a test	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If a pupil is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the PUPILS and with appropriate adult supervision if required. A window should be opened for ventilation if it is safe to do so.	If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people  Meeting room to be used to isolate pupils/staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If the pupil needs to go to the toilet while waiting to be collected, they should use a separate toilet if possible. The toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else	Disabled toilet to be used	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PPE should be worn by staff caring for the pupil while they await collection if a distance of 2 metres cannot be maintained (such as for a very young pupil or a pupil with complex needs)	See Inadequate Personal Protection & PPE section of this risk assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>In non-residential schools, if a pupil displays coronavirus (COVID-19) symptoms, or has a positive test, while at their school they should avoid using public transport and, wherever possible, be collected by a member of their family or household</p>	<p>If someone who uses dedicated transport tests positive, local authorities should work with schools and colleges to identify close contacts</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result</p>	<p>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</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>In an emergency, call 999 if the pupil is seriously ill or injured or their life is at risk.</p>	<p>Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> <li>• the symptomatic person subsequently tests positive</li> <li>• they develop symptoms themselves (in which case, they should self-isolate immediately and <a href="#">arrange to have a test</a>)</li> <li>• they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated) which is a legal obligation</li> <li>• they have tested positive from an LFD or PCR test as part of a community or worker programme. If an LFD test is taken first, and a confirmatory PCR test is then taken within 2 days of the positive lateral flow</li> </ul>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>test, and is negative, it overrides the LFD test and the individual can return to school</p>				
<p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people</p>	<p><a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Site User Developing Symptoms</b></p>				
<p>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to <a href="#">book a test</a> 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</p>	<p>The advice service (or PHE local health protection team if escalated) will provide definitive advice on who must be sent home. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>School have received an initial supply of 10 PCR test kits before the start of the autumn term in 2020 and information about how to order to replenish this supply when they are running out</p>	<p>You can replenish these kits when they run out by making an order through the online portal. You should call the Test and Trace helpdesk on 119</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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.</p>	<p>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</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





	<p>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>.</p>			
<p>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</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>It remains essential that anyone who gets a positive result from an LFD test self-isolates immediately, as must other members of their household, while they get a confirmatory PCR test</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Whilst awaiting the confirmatory PCR result, pupils, students and staff and close contacts should continue to self-isolate</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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 &amp; Trace</p>	<p>Information communicated in letter to parents. Staff to read Risk assessment and information discussed in staff meetings.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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 who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</p>	<p>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>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Parents and staff are asked to inform the school immediately of the results of a test</p>	<p>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>If a member of the household starts to display symptoms while self-isolating they will need to restart the 10-day isolation period and book a test.</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>If anyone tests positive whilst not experiencing symptoms, but develops symptoms during the isolation period, they must restart the 10-day isolation period from the day they developed symptoms.</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>If someone with symptoms tests negative for coronavirus (COVID-19), then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact</p>	<p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period</p>	<p>This is because they could still develop coronavirus (COVID-19) within the remaining days</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>If someone with symptoms tests positive, they should follow the <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a> and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 10 days</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Schools send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious</p>	<p>Close contact can be anyone who:</p> <ol style="list-style-type: none"> <li>lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19)</li> </ol>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	<p>2. has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with either a PCR test or LFD test (if a confirmatory PCR test is negative, provided it was taken within two days of the positive LFD, it overrides the lateral flow test and close contacts can stop self isolating):</p> <ul style="list-style-type: none"> <li>• face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre</li> <li>• been within 1 metre for 1 minute or longer without face-to-face contact</li> <li>• been within 2 metres of someone for more than 15 minutes (either as a one-off contact or added up together over 1 day)</li> </ul> <p>travelled in the same vehicle or a plane</p>			
<p>School must take swift action when they become aware that someone who has attended has tested positive for coronavirus and must contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority</p>	<p>This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	Temperature of pupils will not be taken	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Inadequate Hand Washing/Personal Hygiene</b>				
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	Signs in school and this will be reinforced with pupils each day. Ensure that staff have sufficient time to wash their hands regularly, as frequently as pupils	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consideration given to how often pupils and staff will need to wash their hands and incorporated time for this is in timetables or lesson plans		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands and this has been considered		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help given to pupils with complex needs to clean their hands properly		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk assessments for pupils with complex needs that may struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant, have been updated in order to support these pupils and the staff working with them		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hands are washed with liquid soap & water for a minimum of 20 seconds	Reinforced with pupils each day	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has considered whether they have enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	Skin friendly skin cleaning wipes can be used as an alternative	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>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.</p>				
<p>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</p>		☒	☐	☐
<p>The 'catch it, bin it, kill it' approach is very important and is promoted</p>	<p><b>CATCH IT</b>   <small>Germs spread easily. Always carry tissues and use them to catch your cough or sneeze.</small></p> <p><b>BIN IT</b>   <small>Germs can live for several hours on tissues. Dispose of your tissue as soon as possible.</small></p> <p><b>KILL IT</b>   <small>Hands can transfer germs to every surface you touch. Clean your hands as soon as you can.</small></p> <p style="text-align: right;"></p>	☒	☐	☐
<p>Disposable tissues are available in each room for both staff and pupil use</p>		☒	☐	☐
<p>Bins (ideally lidded pedal bins) for tissues are available in each room</p>		☒	☐	☐
<p>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</p>	<p>The <a href="#">e-bug</a> website contains free resources for schools, including materials to encourage good hand and respiratory hygiene</p>	☒	☐	☐
<b>Inadequate Personal Protection &amp; PPE</b>				
<p>Adults (staff and visitors) in Primary schools DO wear face coverings in areas outside of the classroom</p>	<p>Face coverings should be worn by staff, visitors and contractors in all communal areas of the school environment unless they are exempt from wearing one"</p> <p>Inline with Government guidance, face coverings are not required within the classroom by either staff or students. Should a visitor or contractor go into a classroom, a face covering should be worn.</p>	☒	☐	☐
<p>Children in Primary schools do not need to wear a face covering</p>		☒	☐	☒

Transparent face coverings can also be worn, but only to assist communication with someone who relies on lip reading, clear sound or facial expression to communicate		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission	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. Visors should only be used by those exempt from wearing a face covering after carrying out a risk assessment for the specific situation and should always be cleaned appropriately	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Face coverings do not need to be worn by pupils when outdoors on the premises		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils are instructed to: <ul style="list-style-type: none"> <li>• not touch the front of their face covering during use or when removing it</li> <li>• dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin)</li> <li>• place reusable face coverings in a plastic bag they can take home with them</li> <li>• wash their hands again before heading to their classroom</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clear instructions are provided to staff and pupils on how to put on, remove, store and dispose of face coverings, to avoid inadvertently increasing the risks of transmission		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where a face covering becomes damp, it should not be worn and the face covering should be replaced	Staff and pupils may consider bringing a spare face covering to wear if their face	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	covering becomes damp during the day			
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"/>
School has a process for when face coverings are worn within the school and how they should be removed	This procedure should be communicated clearly to pupils and staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PPE will need to be worn by a member of staff if a pupil becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the pupil is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn	<a href="#">safe working in education, childcare and children's social care</a>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PPE for coronavirus (COVID-19) is required when performing <a href="#">aerosol generating procedures (AGPs)</a>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, is worn		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Visitors, Contractors &amp; Spread of Coronavirus</b>				
All visitors and contractors must make pre-arranged appointments or they will not be allowed on site		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School ensures site guidance on physical distancing and hygiene is explained to visitors and contractors on or before arrival		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where visits can happen outside of school hours, they are arranged as such		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contractors to attend by agreement only after school have satisfied themselves that it is necessary for the visit to take place at that time and that all required controls are in place to allow the work to continue safely		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contractors to provide updated risk assessment prior to visit which includes their own controls round infection spread prevention	Times of visits may need to be adapted to take in to account the ability to maintain appropriate social	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	distancing measures and availability of resources to effectively clean following the visits			
As normal, school engages with their local immunisation providers to provide immunisation programmes on site, ensuring these are delivered in keeping with the school's control measures	These programmes are essential for children's health and wellbeing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A record is kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Inadequate Ventilation</b>				
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 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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ventilate spaces with outdoor air	<b>natural ventilation</b> – 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"/>
Where possible, in occupied rooms, windows should be open		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Switch air handling units with recirculation to 100% outdoor air	Further advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	<a href="#">and ventilation during the coronavirus outbreak</a> and <a href="#">CIBSE coronavirus (COVID-19) advice</a>			
Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and assist with creating a throughput of air	Fire doors must not be propped open unless they have a self-closing hold open device fitted	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In cold weather where the school heating system is activated, windows are open to provide trickle ventilation rather than being fully open	<b>natural ventilation</b> – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consideration given to opening high level windows in preference to low level to reduce draughts		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consideration given to only opening every other window instead of all windows when the heating is activated		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school offers flexibility to allow additional, suitable indoor clothing	For more information see <a href="#">School uniform</a>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Furniture rearranged where possible to avoid direct drafts		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When heating is activated and windows are on trickle vent, consideration is given to employing desk fans to move any stagnant pockets of air	Desk fans are pointed away from people and pointed at walls etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If school needs to use additional heaters they only use sealed, oil filled electric heaters	Electric fan heaters used sparingly due to increased fire and electrical risk	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment		<b>Yes</b> <input checked="" type="checkbox"/>	<b>No</b> <input type="checkbox"/>	
What is the level of risk for this activity/situation with existing control measures		<b>High</b> <input type="checkbox"/>	<b>Med</b> <input checked="" type="checkbox"/>	<b>Low</b> <input type="checkbox"/>
Is the risk adequately controlled with existing control measures		<b>Yes</b> <input checked="" type="checkbox"/>		<b>No</b> <input type="checkbox"/>
Have you identified any further control measures needed to control the risk and recorded them in the action plan		<b>Yes</b> <input type="checkbox"/>		<b>No</b> <input checked="" type="checkbox"/>
<b>ACTION PLAN</b> (insert additional rows if required)	<b>To be actioned by</b>			

Further control measures to reduce risks <i>so far as is reasonably practicable</i>	Name	Date

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	<b>High</b> <input type="checkbox"/>	<b>Med</b> <input checked="" type="checkbox"/>	<b>Low</b> <input type="checkbox"/>
Is such a risk level deemed to be as low as reasonably practical?	<b>Yes</b> <input checked="" type="checkbox"/>	<b>No</b> <input type="checkbox"/>	
Is activity still acceptable with this level of risk?	<b>Yes</b> <input checked="" type="checkbox"/>	<b>No</b> <input type="checkbox"/>	
If no, has this been escalated to senior leadership team?	<b>Yes</b> <input type="checkbox"/>	<b>No</b> <input type="checkbox"/>	

<b>Assessor(s):</b>	<b>Hannah Smithson</b>	<b>Signature(s):</b>	hsmithson
<b>Position(s):</b>	<b>Head of School</b>	<b>Review Date:</b>	<b>8<sup>th</sup> March 2021</b> <b>14<sup>th</sup> April 2021</b> <b>Ongoing review</b>
<b>Date:</b>	<b>26th February 2021</b>		

**Distribution: All**

Risk rating	Action
<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>

**POTENTIAL OUTCOME**

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

**LIKELIHOOD**

Highly likely	More likely to occur
Likely	↓
Possible	
Unlikely	
Remote	Less likely to occur

**POTENTIAL OUTCOME**

Catastrophic					
Major					
Moderate					
Minor					
Insignificant					
	Remote	Unlikely	Possible	Likely	Highly Likely

**LIKELIHOOD**