

| Activity/ Situation | COVID SECURE ARRANGEMENTS FROM SEPTEMBER 2021 | | | |
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| Location | Millthorpe 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 <u>must</u> be adapted for your own needs</i></p> <ul style="list-style-type: none"> ✘ Contact Between Individuals ✘ Inadequate Cleaning/Sanitising ✘ Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors ✘ Site User Becoming Unwell ✘ Site User Developing Symptoms ✘ Inadequate Hand Washing/Personal Hygiene ✘ Inadequate Personal Protection & PPE ✘ Visitors, Contractors & Spread of Coronavirus ✘ Inadequate Ventilation ✘ Arrangements for Boarding Schools During Pandemic | | | |
| CONTROL MEASURES | ADDITIONAL INFORMATION | YES | NO | N/A |
| <p><i>Note: you <u>must</u> 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> | | | | |
| Contact Between Individuals | | | | |
| It is no longer necessary to keep children in consistent groups ('bubbles') | See below (outbreak management plan) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Outbreak management plans cover the possibility that it may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups | In this instance, this will be discussed with York PH. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assemblies have resumed | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils can mix at breaks and lunchtimes | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Given the likely gap in COVID-19 cancellation related insurance, schools considering booking a new educational visit, whether domestic or international, are advised to ensure that any new bookings have adequate financial protection in place | You should speak to either your commercial insurance provider, the Risk Protection Arrangement (RPA) or an outdoor education adviser to assess the protection available and make sure it provides suitable protection in the event of a COVID-19 related cancellation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Schools can undertake educational day visits | Usual RA process is used | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schools can undertake domestic residential education visits | Usual RA process is used | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| International educational visits do not take place before the start of the autumn term | Usual RA process is used | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| International educational visits that have previously been deferred or postponed can take place from September 2021 and new international visits for the future can be organised | Usual RA process is used | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School has resumed all before and after-school educational activities and wraparound childcare for pupils | More information on planning extra-curricular provision can be found in the guidance for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Inadequate Cleaning/Sanitising | | | | |
| A cleaning schedule that includes regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces is in place | Additional cleaning is arranged where required. This includes toilets, handrails, door frames and handles. | <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 | Electronic entry only to be switched on during lessons. Also cleaned as part of enhanced cleaning. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Bins for tissues and other rubbish are emptied throughout the day | Teachers should email a bin emptying request to the site team where necessary or it is emptied by cleaners. | <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 | Site manager has checklist and orders stocks. Colleagues collect as necessary | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors | | | | |
| Close contacts will be identified via NHS Test and Trace | Education settings will no longer be expected to undertake contact tracing | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Contacts from a school setting will only be traced by NHS Test and Trace where the positive case specifically identifies the individual as being a close contact | This is continued and adhered to. NHS Test and Trace will work with the positive case to identify close contacts | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| <ul style="list-style-type: none"> Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply: <ul style="list-style-type: none"> they are fully vaccinated they are below the age of 18 years and 6 months they have taken part in or are currently part of an approved COVID-19 vaccine trial they are not able to get vaccinated for medical reasons | <p>Instead, they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test. We would encourage all individuals to take a PCR test if advised to do so</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Contact with individuals who are required to self-isolate is minimised by ensuring they do not attend the school</p> | <p>Identified positive cases or those with symptoms.</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> | <p>This is communicated/reinforced with all stakeholders</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Pupils, staff and other adults must not come into the school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine)</p> | <p>This is communicated/reinforced with all stakeholders</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Settings will continue to have a role in working with health protection teams in the case of a local outbreak. If there is a substantial increase in the number of positive cases in a setting or if central government offers the area an enhanced response package, a director of public health might advise a setting to temporarily reintroduce some control measures</p> | <p>If there are 5 positive linked cases in a setting, PH will be contacted.</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>The Operational Guidance sets out the measures that all education settings should have in place to manage transmission of COVID-19 day to day. For most settings it will make sense to think about taking extra action if the number of positive cases substantially increases. This is because it could indicate transmission is happening in the setting</p> | <p>For most education and childcare settings, whichever of these thresholds is reached first: <ul style="list-style-type: none"> 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or 10% of children, pupils, students or staff who are likely to have mixed closely </p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |





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| | <p>test positive for COVID-19 within a 10-day period</p> <p>For special schools, residential settings, and settings that operate with 20 or fewer children, pupils, students and staff at any one time:</p> <ul style="list-style-type: none"> • 2 children, pupils, students and staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period | | | |
| All settings should seek public health advice if a pupil, student, child or staff member is admitted to hospital with COVID-19. They can do this by phoning the DfE helpline (0800 046 8687, option 1), or in line with other local arrangements. | Hospitalisation could indicate increased severity of illness or a new variant of concern. Settings may be offered public health support in managing risk assessments and communicating with staff and parents. | <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 | This is communicated to parents. Further information is available in the guidance on Supporting pupils with medical conditions at school | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>CEV colleagues currently undertaking amended duties to enable them to work fully from home can now consider with their manager a return to normal duties on a risk assessment basis with specific factors to be taken into account including:</p> <ul style="list-style-type: none"> ➤ ensuring the working environment is as Covid-safe as possible, taking into account individual vaccination status and the risk of coming into contact with Covid cases as part of their role; ➤ they should not provide direct care to people who are known to have a current Covid infection, or symptoms suggestive of Covid; ➤ continuation of the current amended duties for the time being may be appropriate | Arrangements (including risk assessments) will be made on an individual basis. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| <p>depending on the risk assessment</p> <ul style="list-style-type: none"> ➤ arrangements to be reviewed again towards the end of September when it is anticipated the Covid risk should be reduced. <p>Colleagues in their third trimester of pregnancy For colleagues in their third trimester of pregnancy (i.e. from 28 weeks) we have been following the same guidance as the for CEV colleagues so the approach outlined above</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: extra mental health support for pupils and teachers, Wellbeing for Education return programme</p> <p>Education Support 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"/> |
| Site User Becoming Unwell | | | | |
| <p>If anyone in school develops COVID-19 symptoms, however mild, they are sent home and told they should follow public health advice</p> | <p>Symptoms of coronavirus (COVID-19)</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>If a pupil is awaiting collection, they should be left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible</p> | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>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>They will use the medical room toilet. It will be cleaned and disinfected after use.</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>PPE should be worn by staff caring for the pupil while they await collection if close contact is necessary</p> | <p>Office and 1st Aid staff will wear PPE (gloves and visor), as will any other member of staff that is within 2m, including pastoral and SEND team and SLT.</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| The room used by the pupil awaiting collection should be cleaned after they have left | Cleaning is arranged | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Everyone displaying coronavirus (COVID-19) symptoms should avoid using public transport and, wherever possible, be collected by a member of their family or household | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In an emergency, call 999 if the pupil is seriously ill or injured or their life is at risk. | Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital We will. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Site User Developing Symptoms | | | | |
| Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to book a test if they are displaying symptoms. . The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit | Regular reminders to parents via weekly email. Staff informed. 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"/> |
| All secondary school pupils should receive 2 on-site lateral flow device tests, 3 to 5 days apart, on their return in the autumn term | Students encouraged to carry out two tests at home 3 to 5 days apart before returning to school in line with Public Health Officer arrangements for York. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Secondary school pupils should then continue to test twice weekly at home until the end of September, when this will be reviewed | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Secondary schools should retain a small asymptomatic testing site (ATS) | No current need. Small testing site could be | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| on-site until further notice so they can offer testing to pupils who are unable to test themselves at home | assembled within hours if the need arose. | | | |
| Primary age pupils (those in year 6 and below) do not need to test over the summer period | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New year 7 pupils will be offered the 2 tests at an ATS at the beginning of the autumn term when they start at their secondary school as a new year 7. | Year 7 students offered support via CYC test centres and/or encouraged to take two tests at home in line with PH advice in York (see above). | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff and pupils with a positive LFD test result should self-isolate in line with the stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection . They will also need to get a free PCR test to check if they have COVID-19 . | All staff and pupils/parents informed of this expectation. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school, as long as the individual doesn't have COVID-19 symptoms | All staff/parents informed of this guidance. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Whilst awaiting the confirmatory PCR result, the individual should continue to self-isolate | This is implemented and adhered to. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils, staff and other adults should follow public health advice on when to self-isolate and what to do | When to self-isolate and what to do - Coronavirus (COVID-19) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Inadequate Hand Washing/Personal Hygiene | | | | |
| Staff/pupils/cleaners/contractors etc. will be reminded to clean their hands regularly, including <ul style="list-style-type: none"> when they arrive at the school when they return from breaks when they change rooms before and after eating | Students encouraged to wash hands on arrival and departure from school. Students also sanitise hands on arrival at all lessons (including registration) and when entering the canteen. Long term contractors follow their own guidance, | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| | short term contractors follow advice from Reception. Staff reminded to wash own hands regularly. | | | |
| 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 | All sanitise on entrance to every classroom and the canteen. | <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 | School specific arrangements are made. | <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 | School specific arrangements are made. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Help given to pupils with complex needs to clean their hands properly | School specific arrangements are made. | <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 | School specific arrangements for these Risk Assessments are made. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hands are washed with liquid soap & water for a minimum of 20 seconds | Staff supervise hand washing outdoors on arrival and students sanitise on entrance to all lessons and before entering the canteen. Students use school sanitiser to quality assure the product and safety | <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. | School has insufficient hand washing stations to be used throughout the day therefore hand sanitiser and hand sanitiser 'stations' situated around school and at all classrooms. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 | As above, entrance hand washing and subsequently hand sanitising supervised | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Alcohol based hand cleansers/gels can only be used if soap and water are not available, but is not a substitute for hand washing. Such gels MUST ONLY BE USED UNDER CLOSE SUPERVISION . In normal circumstances pupils should not be using alcohol based hand cleansers because of the risk of ingestion. | Sanitiser is safe and students use it in public spaces. Soap at additional stations and toilets. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The 'catch it, bin it, kill it' approach is very important and is promoted | Students are taught and regularly reminded. Signage in all classrooms and corridors. CATCH IT  <small>Germs spread easily. Always carry tissues and use them to catch your cough or sneeze.</small> BIN IT  <small>Germs can live for several hours on tissues. Dispose of your tissue as soon as possible.</small> KILL IT  <small>Hands can transfer germs to every surface you touch. Clean your hands as soon as you can.</small>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Disposable tissues are available in each room for both staff and pupil use | Tissues or paper roll will be in each room for students and staff. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Bins (ideally lidded pedal bins) for tissues are available in each room | Bins are in each classroom. Not pedal bins but bins that won't be touched by students. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 | There is one student who has less control of his saliva – a risk assessment will be done. The e-bug website contains free resources for schools, including materials to encourage good hand and respiratory hygiene | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Inadequate Personal Protection & PPE | | | | |
| Face coverings are worn in enclosed and crowded spaces where you may come into contact with people you don't normally meet | As per DfE guidance, students reminded of the expectation to wear face coverings when travelling by public transport or taxi. No dedicated school buses. No instances within school that meet the definition (i.e. where students would come into contact with people they don't normally meet.) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In case of an outbreak in school, a director of public health might advise | This will be introduced if and when advised by PH. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| that face coverings should temporarily be worn in communal areas or classrooms (by pupils, staff and visitors, unless exempt) | | | | |
| In the above circumstances, transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn | School specific arrangements are made. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles | | <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. They may be used as an additional precaution in classroom, when covering faces is not mandatory. If visors are worn, it should NOT be as a substitute to social distancing. | <input checked="" 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 | This is shared with staff. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Clear instructions are provided to staff on how to put on, remove, store and dispose of face coverings, to avoid inadvertently increasing the risks of transmission | As above. | <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 | All of this has been communicated to staff in staff training, to parents in email communications and delivered to students on 9/9/20 and 10/9/20. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Where a face covering becomes damp, it should not be worn and the face covering should be replaced | staff directed to do this in training and assembly. School have purchased some spare disposable ones. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PPE for coronavirus (COVID-19) is required when performing aerosol generating procedures (AGPs) | School specific arrangements are made. | <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 | School specific arrangements are made. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Visitors, Contractors & Spread of Coronavirus | | | | |
| Key contractors are made aware of the school's control measures and ways of working | This is in the visitor policy and includes parents. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School ensures site guidance on is explained to visitors and contractors on or before arrival | Visitor policy at reception. Reception staff to ask visitors to read the documentation. | <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 will 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"/> |
| 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"/> |
| Inadequate Ventilation | | | | |
| Occupied spaces must always be well ventilated and a comfortable teaching environment maintained | All teachers are instructed to have windows and doors open in classrooms. Doors are propped open unless a fire door. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ventilate spaces with outdoor air | Natural ventilation used – if necessary external opening doors may also be used provided this doesn't compromise safeguarding measures Windows will be open in classrooms and corridors where possible. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where possible, occupied room windows should be open. | As above. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Switch air handling units with recirculation to 100% outdoor air where | N/A | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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| this is not possible, systems are operated as normal | | | | |
| 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 | All doors, except Fire doors, will be propped open. Fire doors will only be propped open if 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 | natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space) | <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 | If there is a high level window open it. If not, open low level window. | <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"/> |
| 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"/> |
| Arrangements for Boarding Schools During Pandemic | | | | |
| Where pupils travel from abroad to attend a boarding school you will need to explain the rules to pupils and their parents before they travel to the UK | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| All pupils travelling to England must adhere to travel legislation , details of which are set out in government travel advice | Additional guidance has been issued on the quarantine arrangements for boarding school pupils travelling from red-list countries to attend a boarding school in England | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pupils travelling from amber list countries may quarantine at home or at accommodation provided by their school for 10 days | The rules for pupils travelling from amber and green list countries are different and are explained in the rules for entering guidance | | | |
| If a child in a boarding school shows symptoms, they should initially self-isolate in their residential setting household. Most children will benefit from self-isolating in their boarding house so that their usual support can continue. Others will benefit more from self-isolating in their family home | guidance on isolation for residential educational settings. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Boarding pupils should not use public transport if they are symptomatic | If arranging their return to their family home to isolate, schools should follow advice on transport | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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| | arrangements in the safe working in education childcare and childrens social care settings | | | |
| In the case of any localised outbreaks, we expect them to keep the residential provision open if at all possible | Decisions will be made on a case-by-case basis. They will need to remain open to those who: -have particular needs that cannot be accommodated safely at home -do not have suitable alternative accommodation | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| School maintain safe staff ratios, particularly for those pupils or students whose needs mean that they are safer remaining in the setting than returning home | Settings should prioritise staffing towards the most vulnerable pupils and students | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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"/> |
| ACTION PLAN (insert additional rows if required) | | To be actioned by | | |
| Further control measures to reduce risks <i>so far as is reasonably practicable</i> | | Name | | Date |
| Create visitors' policy and protocols including recording details and phone number. Insist Reception staff ensure visitors read it. | | ARC | | Done |
| Ensure 2m markings on all classroom floors for teachers and one way system and signage is clear. Move all unnecessary furniture and space tables as far apart as possible. | | ADH | | Done |
| Determine challenges of certain classrooms with seating and re-timetable or re-organise, as necessary. | | TJG | | Done |
| Determine challenges of practical subjects and define their responsibilities and curriculum options | | TJG/JPB | | Done |
| Determine challenges re resources eg textbooks and devise plan/policy re cleaning | | GEG | | Done |
| Devise timetable for enhanced cleaning and cleaning throughout the day. | | ARC/ADH | | Done |
| Determine cleaning plan for break and lunchtime and staffing arrangements | | ARC/ADH | | Done |
| Mark out student areas outside for each group and organise signage and badges | | ADH/ARB/SP | | Done |
| Determine a daily plan and responsibilities re opening of doors, time to close doors and secure the site | | ADH | | Done |
| Ensure hand sanitiser at all classrooms, corridors and increase outdoor washing stations including soap and towels. | | ARC/ADH/TJG | | Done |
| Determine a strategy for how students wash hands on arrival. | | TJG | | Done |
| Ensure PPE provision is adequate and in offices, all classrooms. | | MB | | Done |
| Ensure tissues/bins and cleaning equipment in all classrooms. | | TRA/JPB | | Done |

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| Plan student training including: hygiene, transitions, timetabling, expectations, behaviour system | ARB/MHS | Done |
| Plan staff training: hygiene, responsibility of FT and expectations in form and wider role, period 1 expectations re key messages to Y8&9, HOD role re managing spaces and colleagues managing corridors, cleaning resources, classrooms, tablets, not marking books etc, plan training for teaching assistants. | GEG/ARB | Done |
| Construct staff agreement and ensure it's signed | GEG | 9/09/2020 |
| Write RAs for all ECV and CV and BAME staff | ARC/MHS | Done |
| Produce a definitive one-way system around school | TJG/ARC | Done |
| Ensure a "Catch it, bin it, kill it" poster is displayed in every classroom and the one-way signs & no-entry signs are displayed | ARC | Done |
| Risk assessment for the one student with poor respiratory hygiene | MHS | Done |
| School expectations to be sent to specialist teachers (Music peripatetic teachers have already received this). | MHS | Done |
| Write to parents in August about pupil essentials (hats, coats, bags, mobile phones, lunchboxes) and write to pupils about our expectations | ARB/GEG | Done |

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| State overall risk level assigned to the task AFTER implementation of control and action plan measures taken as a result of this risk assessment | High <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"/> | |

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| Assessor(s): | G Greenhalgh (Head of School) Trevor Burton (Executive Head) Alex Collins (Business Manager) | Signature(s): | |
| Date: | 158/9/20 | Review Date: | 22/9/20 |

Distribution:

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

| POTENTIAL OUTCOME | | LIKELIHOOD | | POTENTIAL OUTCOME | | | | | |
|-------------------|--|---------------|----------------------|----------------------|----------|----------|--------|---------------|--|
| Catastrophic | Fatal injury/permanent disability | Highly likely | More likely to occur | Catastrophic | Major | Moderate | Minor | Insignificant | |
| Major | RIDDOR reportable Specified Injury/ Disease/Dangerous Occurrence | Likely | ↓ | | | | | | |
| Moderate | RIDDOR reportable over 7 day injury | Possible | | | | | | | |
| Minor | Minor injury (requiring first aid) | Unlikely | | | | | | | |
| Insignificant | Minor injury | Remote | | Less likely to occur | | | | | |
| | | | | Remote | Unlikely | Possible | Likely | Highly Likely | |

LIKELIHOOD