

| Activity/<br>Situation   | COVID SECURE ARRANGEMENTS FROM 4 <sup>th</sup> JANUARY<br>2022   |  |  |   |
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| Location   | York High School   |  |  |   |
| Persons at Risk  | Pupils <input checked="" type="checkbox"/>   | Employees<br><input checked="" type="checkbox"/> | Visitors <input checked="" type="checkbox"/> | Contractors <input checked="" type="checkbox"/> |
| HAZARD(S)  | <p><i>Note: this list is not exhaustive and <b>must</b> be adapted for your own needs</i></p> <ul style="list-style-type: none"> <li>✘ Contact Between Individuals</li> <li>✘ Inadequate Cleaning/Sanitising</li> <li>✘ Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors</li> <li>✘ Site User Becoming Unwell</li> <li>✘ Site User Developing Symptoms</li> <li>✘ Inadequate Hand Washing/Personal Hygiene</li> <li>✘ Inadequate Personal Protection &amp; PPE</li> <li>✘ Visitors, Contractors &amp; Spread of Coronavirus</li> <li>✘ Inadequate Ventilation</li> <li>✘ Arrangements for Boarding Schools During Pandemic</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> |  |  |  |   |
| <b>Contact Between Individuals</b>   |  |  |  |   |
| It is no longer necessary to keep children in consistent groups ('bubbles')  | (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  | <input checked="" type="checkbox"/>              | <input type="checkbox"/>                     | <input type="checkbox"/>                        |

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|  | assess the protection available and make sure it provides suitable protection in the event of a COVID-19 related cancellation  |                                     |                          |                          |
| Schools can undertake educational day visits   | Usual RA process is used<br>Consideration given to NYCC Guidance for Activities in Schools - Autumn/Winter 2021  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schools can undertake domestic residential education visits  | Usual RA process is used<br>Consideration given to NYCC Guidance for Activities in Schools - Autumn/Winter 2021  | <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 <a href="#">providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children</a> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Inadequate Cleaning/Sanitising</b>  |  |                                     |                          |                          |

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| 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  | <u>Additional cleaning is arranged where required</u>  | <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  | This would include finger print readers. Hand sanitiser and/or anti-bacterial / viral wipes will be provided at each of these locations for application prior to and after use of the device.              | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Bins for tissues and other rubbish are emptied throughout the day   | Bins will be emptied daily as a minimum  | <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   | Coordinated approach to maintaining supplies between Facilities Manager and Cleaning Supervisor. This will include an increased frequency of reviews to ensure sufficient stock levels.                    | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors</b>  |  |                                     |                          |                          |
| 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"/> |
| Adults who are fully vaccinated and all children and young people aged between 5 and 18 years and 6 months identified as a <b>contact</b> of someone with COVID-19 are strongly advised to take a LFD test every day for 7 days and continue to attend their setting as normal, unless they have a positive test result<br>Contacts from a school setting | Close contacts in schools are now identified by NHS Test and Trace and education settings will no longer be expected to undertake contact tracing.<br>Identified contacts These will be contacted directly | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Daily testing of close contacts applies to all contacts who are:  | Children under 5 years are exempt from self-isolation  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| <ul style="list-style-type: none"> <li>fully vaccinated adults – people who have had 2 doses of an approved vaccine</li> <li>all children and young people aged 5 to 18 years and 6 months, regardless of their vaccination status</li> <li>people who are not able to get vaccinated for medical reasons</li> <li>people taking part, or have taken part, in an approved clinical trial for a COVID-19 vaccine</li> </ul> | and do not need to take part in daily testing of close contacts.  |                                     |                          |                          |
| Pupils with SEND identified as close contacts should be supported by their school and their families to agree the most appropriate route for testing including, where appropriate, additional support to assist swabbing.  | For further information please see <a href="#">SEND Guidance</a>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18-year-olds are treated in the same way as children until 6 months after their 18th birthday, to allow them the opportunity to get fully vaccinated. At which point, they will be subject to the same rules as adults and so if they choose not to get vaccinated, they will need to self-isolate if identified as a close contact.   | Identified positive cases or those with symptoms.   | <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 or their parent specifically identifies the individual as being a close contact   | NHS Test and Trace will work with the positive case to identify close contacts<br>This is communicated/<br>reinforced with all stakeholders | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Contact with individuals who are required to self-isolate is minimised by ensuring they do not attend the school   |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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)   | This is communicated/<br>reinforced with all stakeholders   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In most cases, parents and carers will agree that a pupil with symptoms should not attend the school, given the potential risk to others. If a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19.  | Your decision would need to be carefully considered in light of all the circumstances and current public health advice                      | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schools are not required to use the NHS COVID Pass, unless they are holding a specific event (such as a reception, concert or party) that meets the attendance thresholds  | Where applicable, schools should follow guidance on mandatory certification for   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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|   | events. Under 18s are exempt from showing their COVID Status but should be counted towards attendance thresholds   |                                     |                          |                          |
| The NHS COVID Pass is not used as a condition of entry for education or related activities such as exams, teaching, extra-curricular activities or any other day-to-day activities that are part of education or training   |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 | If there are 5 positive linked cases in a setting, PH will be contacted.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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>For most education and childcare settings, whichever of these thresholds is reached first:</p> <ul style="list-style-type: none"> <li>• 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or</li> <li>• 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period</li> </ul> <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"> <li>• 2 children, pupils, students and staff, who are likely to have mixed closely, test positive for</li> </ul> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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|  | 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"/> |
| From 13 December office workers who can work from home should do so  | Anyone who cannot work from home, such as those involved in the face-to-face provision of education, should continue to go to their place of work  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Children and young people previously considered CEV should attend their school and should follow the same COVID-19 guidance as the rest of the population. In some circumstances, a child or young person may have received personal advice from their specialist or clinician on additional precautions to take and they should continue to follow that advice  | Further information is available in the guidance on <a href="#">Supporting pupils with medical conditions at school</a>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Individual risk assessments for colleagues formally considered to be CEV are undertaken and reviewed regularly. The risk assessment will need specific factors to be taken into account including: <ul style="list-style-type: none"> <li>➤ 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;</li> <li>➤ they <b>should not</b> provide direct care to people who are known to have a current Covid infection, or symptoms suggestive of Covid</li> </ul> | <a href="#">Coronavirus: how to stay safe and help prevent the spread - GOV.UK (www.gov.uk)</a>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pregnant women should follow the latest government guidance and avoid anyone who has symptoms of coronavirus. Pregnant women should be particularly attentive to social distancing. Pregnant colleagues should follow the same guidance as for previously defined CEV colleagues and an individual covid risk assessment should be completed and regularly   | Arrangements (including risk assessments) will be made on an individual basis. <a href="#">Coronavirus (COVID-19): advice</a>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| <p>reviewed in addition to the New and Expectant Mother (NEM) workplace risk assessment. The risk assessment will need specific factors to be taken into account including:</p> <ul style="list-style-type: none"> <li>➤ 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;</li> <li>➤ they <b>should not</b> provide direct care to people who are known to have a current Covid infection, or symptoms suggestive of Covid</li> </ul> | <a href="#">for pregnant employees</a>   |   |   |   |
| <p>All employers have a duty of care to their employees, and this extends to their mental health.<br/>         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.<br/>         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></p> <p><a href="#">Education Support</a> provides a free helpline for school staff and targeted support for mental health and wellbeing</p> | ☒ | ☐ | ☐ |
| <b>Site User Becoming Unwell</b>  |  |   |   |   |
| <p>If anyone in school develops COVID-19 symptoms, however mild, they are sent home and told they should follow public health advice</p>  | <a href="#">Symptoms of coronavirus (COVID-19)</a>   | ☒ | ☐ | ☐ |
| <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>   |  | ☒ | ☐ | ☐ |
| <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>An individual toilet (disabled) near Maths block will be allocated for this specific purpose. See cleaning section for control measures in place.</p>   | ☒ | ☐ | ☐ |
| <p>PPE should be worn by staff caring for the pupil while they await collection if close contact is necessary</p>   | <p>See Inadequate Personal Protection &amp; PPE section of this risk assessment</p>  | ☒ | ☐ | ☐ |

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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"/> |
| The household (including any siblings) should follow the UKHSA stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection   | <a href="#">Stay at home guidance for households with possible coronavirus-covid-19 infection</a>  | <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  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Site User Developing Symptoms</b>  |  |                                     |                          |                          |
| 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 | Government guidelines regarding isolation of symptomatic individuals and households promoted whenever possible, including the importance of getting a test if symptomatic. Signage placed on main access points advising anyone displaying Covid-19 symptoms not to enter the building. 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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |







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|  | schools, on the advice of the health protection team, to send to parents and staff if needed  |                                     |                          |                                     |
| Secondary school pupils should continue to test twice weekly at home   |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Staff in all settings should undertake twice weekly home tests   |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Secondary schools should retain a small asymptomatic testing site (ATS) on-site until further notice so they can offer testing to pupils who are unable to test themselves at home   |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| There is no need for primary age pupils (those in year 6 and below) to regularly test unless they have been identified as a contact for someone who has tested positive for Covid-19 and therefore advised to take lateral flow tests every day for 7 days   |   | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Staff and pupils with a positive LFD test result should self-isolate in line with the <a href="#">stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection</a> . They will also need to <a href="#">get a free PCR test to check if they have COVID-19</a> . | 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"/>            |
| From 11 January in England, people who receive positive lateral flow device (LFD) test results for coronavirus (COVID-19) will be required to self-isolate immediately and won't be required to take a confirmatory PCR test   | Lateral flow tests are taken by people who do not have COVID-19 symptoms. Anyone who develops 1 of the 3 main COVID-19 symptoms should stay at home and self-isolate and take a PCR test. They must self-isolate if they get a positive test result, even if they have had a recent negative lateral flow test – these rules have not changed | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |

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| 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  | <a href="#">When to self-isolate and what to do - Coronavirus (COVID-19)</a>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Individuals who are self-isolating with COVID-19 will have the option to reduce their isolation period after 5 full days if they test negative with a lateral flow device (LFD) test on both day 5 and day 6 and they do not have a temperature | <p>It is crucial that people isolating with COVID-19 wait until they have received 2 negative rapid lateral flow tests on 2 consecutive days to reduce the chance of still being infectious.</p> <p>For example, if they test negative on the morning of day 5 and the morning of day 6, they can return to their education or childcare setting immediately on day 6.</p> <p>The first test must be taken no earlier than day 5 of the self-isolation period, and the second must be taken the following day. All test results should be <a href="#">reported to NHS Test and Trace</a>.</p> <p>If the result of either of their tests is positive, they should continue to self-isolate until they get negative results</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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|  | <p>from two LFD tests on consecutive days or until they have completed 10 full days of self-isolation, whichever is earliest.</p> <p>Anyone who is unable to take LFD tests or anyone who continues to have a temperature will need to complete the full 10 day period of self-isolation.</p> <p>The default self-isolation period continues to be 10 days, and you may only leave self-isolation early if you have taken 2 rapid lateral flow tests and do not have a temperature in line with guidance.</p> |                                     |                          |                          |
| <p>Anyone who is unable to take LFD tests will need to complete the full 10 day period of self-isolation</p>   |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p><b>Inadequate Hand Washing/Personal Hygiene</b></p>   |   |                                     |                          |                          |
| <p>Staff/pupils/cleaners/contractors etc. will be reminded to clean their hands regularly, including</p> <ul style="list-style-type: none"> <li>• when they arrive at the school</li> <li>• when they return from breaks</li> <li>• when they change rooms</li> <li>• before and after eating</li> </ul> | <p>Signage at entrance points reminding all individuals about hand washing and respiratory hygiene. Ensure that staff have sufficient time to wash their hands regularly, as frequently as pupils. Hand sanitiser available if hand washing not possible at that time.</p>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| 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  | This is continued from Autumn practice.   | <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  | Handwashing promoted, particularly after visiting the toilet and before and after eating.   | <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  | Handwashing provision remains enhanced from pre-covid times. Hand sanitiser stations and dispensing locations are available across the site. In classroom locations these will be wall fixed dispensers and will be used under teacher supervision. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 <b>MUST ONLY BE USED UNDER CLOSE SUPERVISION</b> . In normal circumstances pupils should not be using alcohol based hand cleansers because of the risk of ingestion. | Hand sanitiser product that meets requirements sourced in bulk supply. Age of pupils in secondary school is such that close supervision is not deemed wholly necessary, but supervising staff will encourage correct                                | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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|   | <p>use and promote handwashing ahead of the use of hand sanitisers.</p> <p>Hand sanitisers will be used in areas where no handwashing facilities are available, such as classrooms where they will be in fixed wall mount units.</p> <p>Skin friendly cleaning wipes can be used as an alternative.</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>Students wash hands before school and during the school day. This is supported by the use of hand sanitiser when entering and leaving any classroom</p>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>The 'catch it, bin it, kill it' approach is very important and is promoted</p>   | <p><b>CATCH IT</b> <br/> <small>Germs spread easily. Always carry tissues and use them to catch your cough or sneeze.</small></p> <p><b>BIN IT</b> <br/> <small>Germs can live for several hours on tissues. Dispose of your tissue as soon as possible.</small></p> <p><b>KILL IT</b> <br/> <small>Hands can transfer germs to every surface you touch. Clean your hands as soon as you can.</small></p> <p></p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Disposable tissues are available in each room for both staff and pupil use</p>   | <p>Stock levels increased</p>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Bins (ideally lidded pedal bins) for tissues are available in each room</p>  | <p>Bins provided in every room and in other communal spaces where practical.</p>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <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> <p>Where identified, TA's will support pupils with specific needs (working in a</p>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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|   | <p>way that complies with social distancing guidance) and will support their movement around the school site and their understanding of all hygiene measures. Should the passenger lifts be required for pupils or staff with mobility issues, only one individual will travel in the lift at any one time. Lift buttons will be wiped down as part of the daily cleaning arrangements. Pupils who may have specific risk assessments in relation to physical, emotional or behavioural needs will be reassessed by the designated member of staff responsible for their support. Where a revision to the risk assessment is required, this will be documented and shared with the relevant staff to ensure the pupil remains appropriately supported.</p> |                                     |                          |                          |
| <p><b>Inadequate Personal Protection &amp; PPE</b></p>  |  |                                     |                          |                          |
| <p>Face coverings are worn when moving around the premises, outside of classrooms, such as in corridors and in communal areas in all settings by staff and visitors unless they are exempt</p>                          |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Face coverings are worn when moving around the premises, outside of classrooms, such as in corridors and in communal areas in secondary schools by pupils or students in Year 7 and above unless they are exempt</p> | <p>This may be instigated as part of the school's outbreak management plans.</p>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|   | <p>.</p>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|  |   |                                     |                          |                          |
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| Face coverings are worn when moving around the premises, outside of classrooms, such as in corridors and communal areas in secondary schoolsSecondary Schools by pupils or students in Year 7 and above unless they are exempt |   |                                     |                          |                          |
| Face coverings are worn in classrooms by all pupils in Year 7 or above unless they are exempt  |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Face coverings are not worn in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons  |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teachers are not expected to wear a face covering in the classroom if they are at the front of the class, to support education delivery, although settings are sensitive to the needs of individual teachers                   |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other adults in secondary school classrooms DO wear face coverings unless they are exempt  |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils or students (in year 7 or above) should continue to wear face coverings on public and dedicated school transport, unless they are exempt  |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We are mindful and respectful of such circumstances where people may not be able to wear a face covering   | <p>This includes;</p> <ul style="list-style-type: none"> <li>• people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability</li> <li>• people for whom putting on, wearing or removing a face covering will cause severe distress</li> <li>• people speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expressions to communicate</li> <li>• to avoid the risk of harm or injury to yourself or others</li> <li>• people are also permitted to remove a face covering in</li> </ul> |                                     |                          |                          |

|  |   |                                     |                          |                          |
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|  | order to take medication  |                                     |                          |                          |
| 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   | Transparent face coverings may be effective in reducing the spread of COVID-19. However, the evidence to support this is currently very limited. School specific arrangements are made.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School has a small contingency supply of face coverings available for people who: <ul style="list-style-type: none"> <li>are struggling to access a face covering</li> <li>are unable to use their face covering as it has become damp, soiled or unsafe</li> </ul> have forgotten their face covering |   | <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 | <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"/> |



|  |  |                                     |                          |                          |
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| <p>When wearing a face covering, staff, visitors and pupils should:</p> <ul style="list-style-type: none"> <li>• wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser before putting a face covering on</li> <li>• avoid touching the part of the face covering in contact with the mouth and nose, as it could be contaminated with the virus</li> <li>• change the face covering if it becomes damp or if they've touched the part of the face covering in contact with the mouth and nose</li> </ul> <p>avoid taking it off and putting it back on a lot in quick succession to potential contamination</p>   | <p>All of this has been communicated to staff in staff training, to parents in email communications and will be delivered to students on return to school.</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>When removing a face covering, staff, visitors and pupils should:</p> <ul style="list-style-type: none"> <li>• wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser before removing</li> <li>• only handle the straps, ties or clips</li> <li>• not give it to someone else to use</li> <li>• if single-use, dispose of it carefully in a household waste bin and do not recycle</li> <li>• once removed, store reusable face coverings in a plastic bag until there is an opportunity to wash them.</li> <li>• if reusable, wash it in line with manufacturer's instructions at the highest temperature appropriate for the fabric</li> <li>• wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser once removed</li> </ul> |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Where a face covering becomes damp, it should not be worn and the face covering should be replaced</p>  | <p>Staff directed to do this in training and virtual assemblies. School have purchased spare disposable ones.</p>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>PPE for coronavirus (COVID-19) is required when performing <a href="#">aerosol generating procedures (AGPs)</a></p>   | <p>School specific arrangements are made.</p>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>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</p>  | <p>School specific arrangements are made.</p>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p><b>Visitors, Contractors &amp; Spread of Coronavirus</b></p>  |  |                                     |                          |                          |
| <p>School strongly encourages parents and other visitors to take a lateral flow device (LFD) test before entering the school</p>   |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|   |  |                                     |                          |                          |
|---|--|-------------------------------------|--------------------------|--------------------------|
| Key contractors are made aware of the school's control measures and ways of working   | Visitor/contractor policy implemented and communicated.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School ensures site guidance is explained to visitors and contractors on or before arrival  | Visitor/contractor policy implemented and communicated.  | <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 distancing measures and availability of resources to effectively clean following the visits. Updated risk assessments required in advance from contractors.            | <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"/> |
| <b>Inadequate Ventilation</b>   |  |                                     |                          |                          |
| Co2 monitors used and monitored to detect areas of poor ventilation   |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where Co2 monitor readings are consistently high for at least 1 week (1500ppm or higher) the school has either bid for air cleaning units (HEPA filtration) or purchased units to improve ventilation | <a href="#">RP175.01 How to apply for a DfE funded air cleaning unit.pdf - Google Drive</a>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Occupied spaces must always be well ventilated and a comfortable teaching environment maintained  | This can be achieved by a variety of measures including:<br><br><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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|   |  |                                     |                          |                          |
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|   | should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)   |                                     |                          |                          |
| Ventilate spaces with outdoor air   | <p><b>natural ventilation</b><br/>– if necessary external opening doors may also be used provided this doesn't compromise safeguarding measures<br/>Windows opened whenever possible and comfortable to do so</p> <p>All mechanical ventilation set to operate in line with Government advice</p> <p><a href="https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak</a></p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where possible, occupied room windows should be open.   | Windows opened whenever possible and comfortable to do so  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Switch air handling units with recirculation to 100% outdoor air where this is not possible, systems are operated as normal | <p>Further advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a> and <a href="#">CIBSE coronavirus (COVID-19) advice</a></p> <p>All mechanical ventilation set to operate in line with Government advice</p>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|  |   |                                     |                          |                                     |
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|  | <a href="https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak</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. Corridor doors set on hold open each morning by duty site manager opening the building (these are connected to the fire alarm system) to reduce the need for touching door plates/handles. | <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><br>– 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"/>            |
| <b>Arrangements for Boarding Schools During Pandemic</b>   |   |                                     |                          |                                     |
| 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 <a href="#">travel legislation</a> , details of which are set out in <a href="#">government travel advice</a>   |  | <input type="checkbox"/>            | <input type="checkbox"/>                      | <input checked="" type="checkbox"/> |
| 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 | <a href="#">guidance on isolation for residential educational settings.</a>  | <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 arrangements in the <a href="#">safe working in education childcare and childrens social care settings guidance</a> | <input type="checkbox"/>            | <input type="checkbox"/>                      | <input checked="" type="checkbox"/> |
| 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:<br>-have particular needs that cannot be accommodated safely at home<br>-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  | <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 checked="" type="checkbox"/>  | <b>Med</b> <input type="checkbox"/> | <b>Low</b> <input type="checkbox"/>           |                                     |
| Is the risk adequately controlled with existing control measures  | <b>Yes</b> <input type="checkbox"/>  |                                     | <b>No</b> <input checked="" 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 checked="" type="checkbox"/>   |                                     | <b>No</b> <input 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>   | <b>Name</b>  |                                     | <b>Date</b>                                   |                                     |

|  |            |  |
|--|------------|--|
| <b>Bubble groups established on a year group basis</b>   | <b>JLO</b> | <b>21/08/2020<br/>COMPLETED</b>                        |
| <b>Pupil briefing sessions prepared to include; importance of social distancing, hand &amp; respiratory hygiene, not attending if symptomatic,</b>   | <b>RSI</b> | <b>04/09/2020<br/>COMPLETED<br/>(delivered 9/9/20)</b> |
| <b>Revise the timings of the school day to reduce interactions</b>   | <b>RSI</b> | <b>04/09/2020<br/>COMPLETED</b>                        |
| <b>Inclusion team support established for those pupils that may find social distancing challenging</b>   | <b>VBU</b> | <b>04/09/2020<br/>COMPLETED</b>                        |
| <b>Breakfast club staff briefed to operate with social distancing measure in place</b>   | <b>IPA</b> | <b>04/09/2020<br/>COMPLETED</b>                        |
| <b>Extra-curricular programme agreed with necessary protocol communicated to staff and pupils</b>  | <b>RSI</b> | <b>04/09/2020<br/>COMPLETED</b>                        |
| <b>Teaching Assistant timetable devised to provide agreed levels of support and intervention</b>   | <b>VBU</b> | <b>04/09/2020<br/>COMPLETED</b>                        |
| <b>Classroom layouts altered to rows of desk facing forwards and excess furniture removed where practically possible.</b>  | <b>IPA</b> | <b>04/09/2020<br/>COMPLETED</b>                        |
| <b>Personal care plans assessed and staff responsible for this care briefed on how to maintain safety</b>  | <b>VBU</b> | <b>04/09/2020<br/>COMPLETED</b>                        |
| <b>Waiting area for early arrivals established to minimise potential for groups mixing.</b>  | <b>RSI</b> | <b>04/09/2020<br/>COMPLETED</b>                        |
| <b>Corridors marked to inform one-way system and marked to split movement of people if only single entry / exit available.</b>   | <b>IPA</b> | <b>21/08/2020<br/>COMPLETED</b>                        |
| <b>Travel to / from school information, including use of face masks on public transport, shared with parents / carers.</b>   | <b>RSI</b> | <b>03/09/2020<br/>COMPLETED</b>                        |
| <b>Revised school day timings, allocated entrance points, isolation, test results and NHS test &amp; trace information communicated to parents / carers.</b>   | <b>RSI</b> | <b>03/09/2020<br/>COMPLETED</b>                        |
| <b>Identify and set up 3<sup>rd</sup> catering space for Yr11 group at break time.</b>   | <b>IPA</b> | <b>21/08/2020<br/>COMPLETED</b>                        |
| <b>Maximum occupancy established for staff rooms and signed on each door. Revised layouts or screening implemented in Admin &amp; Pastoral offices.</b>  | <b>IPA</b> | <b>21/08/2020<br/>COMPLETED</b>                        |
| <b>Staff briefing prepared – protocols communicated including; importance of social distancing, hand &amp; respiratory hygiene, not attending work if symptomatic, providing test results and adhering to NHS test &amp; trace advice.</b> | <b>RSI</b> | <b>04/09/2020<br/>COMPLETED<br/>(delivered 7/9/20)</b> |
| <b>Cleaning schedule enhanced – see document entitled ‘cleaning schedule additions during Covid-19 pandemic’</b>   | <b>IPA</b> | <b>04/09/2020<br/>COMPLETED</b>                        |
| <b>Anti-bacterial / viral wipes to be provided in all rooms to support cleaning of any shared resources.</b>   | <b>IPA</b> | <b>21/08/2020<br/>COMPLETED</b>                        |
| <b>Mark outdoor Parkour equipment out of use.</b>  | <b>IPA</b> | <b>04/09/2020<br/>COMPLETED</b>                        |
| <b>Ensure sufficient stock of basic stationery items are available for classroom staff to give to pupils if necessary</b>  | <b>CKI</b> | <b>04/09/2020<br/>COMPLETED</b>                        |
| <b>Silicone keyboard covers will be placed on keyboards in shared areas to provide a surface which is more easily cleaned or keyboards will be</b>   | <b>IPA</b> | <b>04/09/2020<br/>COMPLETED</b>                        |

|  |         |                         |
|--|---------|-------------------------|
| wiped down directly. Provision of wipes made available for each room.  |         |                         |
| Isolation and testing information shared with staff and parent/carers  | RSI     | 03/09/2020<br>COMPLETED |
| Individual risk assessments undertaken with staff identified as CEV  | VBU/IPA | 07/09/2020<br>COMPLETED |
| Individual risk assessments undertaken with staff identified as CV including those who are pregnant  | RSI/IPA | 07/09/2020<br>COMPLETED |
| Any staff identifying as BAME to be contacted to discuss any specific concerns they may have regarding returning to work   | RSI     | 04/09/2020<br>COMPLETED |
| Information prepared to issue to supply staff to ensure they follow the same protocols as permanent staff.   | RSI     | 04/09/2020<br>COMPLETED |
| Allocate a room and toilet for isolating a symptomatic pupil whilst they await collection and ensure clearly signed.   | IPA     | 21/08/2020<br>COMPLETED |
| Coordinate purchase of required PPE and establish procedures for use   | IPA     | 04/09/2020<br>COMPLETED |
| Signage displayed on main entrance points advising not to enter if symptomatic.  | IPA     | 04/09/2020<br>COMPLETED |
| Daily reminder sheets and/or specific signage regarding hand washing and respiratory hygiene placed at reception and other entrance points   | IPA     | 04/09/2020<br>COMPLETED |
| Handwashing provision to be enhanced over the school summer break  | IPA     | 04/09/2020<br>COMPLETED |
| Hand sanitiser stations to be purchased and installed over the school summer break   | IPA     | 04/09/2020<br>COMPLETED |
| Signage displayed in multiple locations around site promoting 'catch it, bin it, kill it' and handwashing  | IPA     | 04/09/2020<br>COMPLETED |
| Increased supplies of facial tissues sourced.  | IPA     | 04/09/2020<br>COMPLETED |
| Risk assessments and care plans for pupils with complex needs are reassessed and updated as necessary.   | VBU     | 04/09/2020<br>COMPLETED |
| PPE information and guidance supplied to all first aiders  | IPA     | 04/09/2020<br>COMPLETED |
| Visitor/contractor policy implemented and communicated.  | IPA     | 04/09/2020<br>COMPLETED |
| Addition of contact number to visitor record book  | IPA     | 07/09/2020              |
| Building ventilation systems set in line with Government guidance.   | IPA     | 04/09/2020<br>COMPLETED |
| Information distributed to staff, parents & pupils regarding the use of face coverings. These will be strongly recommended for use in communal areas and when moving around school for all staff and students. They will be optional in the classroom. | RSI     | 04/09/20<br>COMPLETED   |
| Seating capacity to be increased back to previous levels in the dining room and café to ensure year groups bubbles can be accommodated indoors during inclement weather.   | IPA     | 02/11/2020<br>COMPLETED |
| Cleaning arrangements to be agreed with Energise to ensure changing rooms are cleaned in between   | IPA     | 06/11/2020<br>COMPLETED |

|  |  |   |  |
|--|--|---|--|
| KS4 examination groups from different year groups.   |  |   |  |
| Information communicated to staff, pupils and parents making face coverings compulsory in indoor communal areas.   | RSI  | 28/09/2020                              | COMPLETED                                  |
| Staff, pupils and parents to be reminded regarding all existing controls measures following the October half-term break.   | RSI  | 06/11/2020                              | COMPLETED                                  |
| Information communicated to staff, pupils and parents making face coverings compulsory in classrooms.  | RSI  | 05/03/21                                | COMPLETED                                  |
| Staff, pupils and parents to be reminded regarding all existing controls measures  | RSI  | 05/03/21                                | COMPLETED                                  |
| Covid update to be issued to all staff and parents advising on changes to guidance and requirement for face coverings  | RSI  | 30/11/21                                | COMPLETED                                  |
| Covid update to be issued to all staff and parents advising on changes to guidance and requirement for face coverings, testing and self-isolation arrangements. Pupils updated via assemblies in first week of term. | RSI  | 04/01/22                                | COMPLETED                                  |
| State overall risk level assigned to the task <b>AFTER</b> implementation of control and action plan measures taken as a result of this risk assessment  |  | High<br><input type="checkbox"/>        | Med<br><input checked="" 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"/>                |
| Assessor(s):   | Ian Parnaby  | Signature(s):                           | <i>I. Parnaby</i>                          |
| Position(s):   | School Business Leader   |   |  |
| Date:  | 08/09/2020<br>Reviewed 22/10/2020<br>Reviewed 08/01/21<br>Reviewed 06/09/21<br>Reviewed 30/11/21<br>Reviewed 04/01/22<br>Reviewed 17/01/22 | Review Date:                            | 28/02/22                                   |
| Assessor(s):   | Rod Sims   | Signature(s):                           | <i>R. Sims</i>                             |
| Position(s):   | Head of School   |   |  |
| Date:  | 08/09/2020<br>Reviewed 22/10/2020<br>Reviewed 08/01/21<br>Reviewed 06/09/21<br>Reviewed 30/11/21<br>Reviewed 04/01/22<br>Reviewed 17/01/22 | Review Date:                            | 28/02/22                                   |
| Distribution: All Union Reps; All staff; All parents; Published on School and Trust websites   |  |   |  |




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

**POTENTIAL OUTCOME**

|               |   |
|---------------|---|
| Catastrophic  | Fatal injury/permanent disability                                   |
| Major         | RIDDOR reportable Specified Injury/<br>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        |   |

**POTENTIAL OUTCOME**

|               |        |          |          |        |               |
|---------------|--------|----------|----------|--------|---------------|
| Catastrophic  |        |          |          |        |               |
| Major         |        |          |          |        |               |
| Moderate      |        |          |          |        |               |
| Minor         |        |          |          |        |               |
| Insignificant |        |          |          |        |               |
|               | Remote | Unlikely | Possible | Likely | Highly Likely |

**LIKELIHOOD**