

Activity/ Situation	NIDDERDALE HIGH SCHOOL FULL OPENING OF SCHOOL DURING COVID-19 PANDEMIC/NATIONAL LOCKDOWN (issued 7.9.2020 – reviewed 4.11.2020,10.11.2020, 27.1.21)			
Location	Nidderdale High School			
Persons at Risk	Pupils <input checked="" type="checkbox"/>	Employees <input checked="" type="checkbox"/>	Visitors <input checked="" type="checkbox"/>	Contractors <input checked="" type="checkbox"/>
HAZARD(S)	<p><i>Note: this list is not exhaustive and must be adapted for your own needs</i></p> <ul style="list-style-type: none"> ✗ Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed ✗ Social Distancing Measures Not Followed During Travel to and from School ✗ Inadequate Cleaning/Sanitising ✗ Shared Resources ✗ Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors ✗ Site User Becoming Unwell ✗ Site User Developing Symptoms ✗ Inadequate Hand Washing/Personal Hygiene ✗ Inadequate Personal Protection & PPE ✗ Visitors, Contractors & Spread of Coronavirus ✗ Inadequate Ventilation 			
CONTROL MEASURES	ADDITIONAL INFORMATION	YES	NO	N/A
<p><i>Note: you must amend and adapt this generic risk assessment to suit your own needs by selecting the controls from the examples provided (adding and amending others where necessary) and then evaluate the overall risk for the activity/situation.</i></p>				
<p>Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed</p>				
It is expected that schools will have a trained DSL (or deputy) available on site. However, it is recognised that for some schools there may be operational challenges to this	DSL or DDSL always on site.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational visits must not take place at this time	OE programme taking place on site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During the period of national lockdown, primary, secondary, alternative provision and special schools will remain open to vulnerable children and young people and the children of critical workers only (recognising that the characteristics of the cohorts in special schools and alternative provision will mean these settings continue to offer face to face provision for all pupils, where appropriate)	All other pupils should receive remote education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Every school will have a different number of children of critical workers who need to attend. There is no limit to numbers of these pupils who may attend and school does not limit attendance of these groups	Parents are encouraged to seek alternatives where possible as per latest DfE guidance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where school has had to temporarily stop on-site provision on public health advice, the local		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

authority has been informed to discuss alternative arrangements for vulnerable children and young people and work towards welcoming back pupils as soon as possible, where feasible to do so				
Consistent groups are in place which reduces the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group	Students will operate in year group 'Teams' with KS3 students taught in the fewest different groups possible. Each year group will have their own teaching zone in the school to reduce movement and contact	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school keeps a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups	Recorded via class registers, seating plans and record of pastoral contacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whilst schools are attended by vulnerable children and the children of critical workers only, where possible schools should keep group sizes small	Groups are kept to max 18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary schools may be able to implement groups that are the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in the group become ill with coronavirus (COVID-19).	Circumstances need to be assessed and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, you can look to implement year group sized 'groups'	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the younger years in Secondary Schools (key stage 3), schools may be able to implement groups that are the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in group become ill with coronavirus (COVID-19).	This has been considered and implemented as far as possible. Y7 taught in class groups for all but Tech and PE where taught in 2 distinct bands. Y8 taught in the fewest class groups possible – English, Hums, ICT and Arts / Maths, Sci, MFL. Tech and PE in 2 distinct bands Y9 taught in class groups for all but practical subjects.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>In Secondary Schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended</p>	<p>KS4 students will need to be considered as whole year group teams rather than class groups but as core subjects have 4 groups rather than 3 each class is smaller than KS3 allowing for slightly better distancing. Additional staffing considered to create sub-groups where option classes are larger.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Where staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk is reduced by keeping pupils in the class-sized groups</p>	<p>Primary</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Whatever the size of the group, they are kept apart from other groups and older children are encouraged to keep their distance within their groups</p>	<p>Primary</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Schools with the capability to do it should take steps to limit interaction and the sharing of rooms and social spaces between groups as much as possible</p>	<p>Each year group has a dedicated set of teaching rooms. But all students will access science, art, DT, ICT and PE teaching spaces. Dining spaces will have shared use but limited access. Toilet blocks allocated to 1 or 2 year groups</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>It is recognised that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group</p>	<p>Primary</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Schools keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, and transport</p>	<p>Students will remain in year group teams and as far as possible in KS3 in class groups. At KS4 students will mix more widely to attend option subject classes and may move more frequently to access specialist rooms. Students from all year groups will be accessing the same transport</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Boarding pupils can be in one group residentially and another during the school day		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
It is accepted that boarding pupils will mix during sociable time		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Siblings may be in different groups		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers and other staff operate across different classes and year groups in order to facilitate the delivery of the school timetable	Most teachers will teach across all year groups. Most teaching assistants will work with the same year group / same students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where staff need to move between classes and year groups, they should keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults	Teaching from the front to maintain maximum distance. Corridor movement will be mostly for staff so distance can be maintained. Where 1:1 TA support is required, this may be done outside the classroom in an agreed location to aid distancing rather than a TA sitting alongside a child in the classroom.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where possible adults maintain a 2 metre distance from each other, and from children See also PPE section and updated DfE guidance 28.8.2020	This may not always be possible in narrow corridors and where one way systems are not viable but passing in the corridor is considered very low risk. At key points in the day when the vast majority of the school population will be moving- students and staff will wear a face covering. Arrival / break / lunch / end of the day	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults avoid close face to face contact and limit time spent within 1 metre of anyone	Teaching from the front. Use of visualiser to review work. Meetings held in spaces large enough for appropriate distancing or held as virtual meetings. Where it is difficult to maintain distancing a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>clear face visor may be worn by staff.</p> <p>proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes either as a one-off contact or added up together over one day) with an infected individual</p> <p>Guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person</p>			
<p>Within the classroom a distance between people is maintained so far as reasonably practical</p>	<p>Largest class groups are taught, where possible in the largest classrooms but distancing between students will not be possible in most groups. Where it is difficult to maintain distancing a clear face visor may be worn by staff.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Pupils are seated side by side and facing forwards, rather than face to face</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Staff will work side on to pupils as opposed to face to face whenever possible</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Educational and care support is provided as normal to pupils who have complex needs or who need close contact care</p>	<p>Individual risk assessments for these students and staff working closely with them</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Unnecessary furniture has been moved out of classrooms to make more space</p>	<p>Limited scope for this but furniture is moved where possible to create as much space as possible at the front of rooms.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Schools, local authorities, health professionals, regional schools commissioners and other services work together to ensure that children with medical conditions are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers</p>	<p>In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility. Our guidance on supporting pupils at school with medical conditions remains in place</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Large gatherings such as assemblies or collective worship with more than one group do not take place</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The timetable and selection of classroom or other learning environment has been used to reduce movement around the school or building</p>	<p>Each year group has a teaching zone in the school with access to specialist teaching spaces as required. Routes into and out of these zones planned to reduce contact. Where science labs have been used as zone rooms for non-science lessons with non-science teachers, clear guidance is issued regarding specific safety issues and following COSHH guidance</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Consideration given to staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school</p>	<p>Start time naturally staggered by arrival of buses between 8.30 – 8.45am all students directed to enter the building immediately via year group entrance to reduce contact. Students move straight to lesson 1 room. Lesson begins at 8.50. Leaving the building staggered from 3.10-3.20 to enable students to board the buses by year group.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Parents' drop-off and pick-up protocols planned to minimise adult to adult contact</p>	<p>Detailed in parent guidance document</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

All parents/carers entering the school premises (and in other congested areas around school premises) wear a face covering in addition to social distancing	This an extra safeguard to reduce the transmission of the virus. Please note that this does not apply to those who are medically exempt	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and pupils are told their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)	Parents not permitted to enter the school building at drop off / collection. Students to use year group designated entrance / exit	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is made clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)	Detailed in parent guidance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External entrances to classrooms are used where practical	For Art / DT & PE external entrance for Y7-9 and internal entrance / exit for Y10/11 to minimise crossing and congestion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Break times are staggered so that all pupils are not moving around the school at the same time	KS3 and KS4 break staggered. KS3 break each year group students have designated route to outdoor zone. KS4 break each year group students have designated entrance to dining hall and route to outdoor zone.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunch breaks are staggered	KS3 and KS4 lunchbreak staggered with each year group have designated time to access dining hall and route to outdoor zone	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff meetings take place remotely where possible. Where this is not possible staff meetings take place in a large well ventilated room ensuring 2 metres social distancing at all times	Virtual staff meetings could take place where staff stay in their classrooms and join the meeting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of staff using Staff Room are limited or the use of Staff Room is staggered to ensure that staff maintain 2 metres distance from each other	Numbers limited to 6 and access staggered via staggered break /	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	lunch. Additional staff workroom space designated			
School should continue to offer wraparound provision such as breakfast and after school clubs, for those children eligible to attend school (i.e. children of critical workers and vulnerable children and young people).		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
School can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children, to advise on the protective measures providers should put in place for the duration of the national lockdown to ensure they are operating as safely as possible	Protective measures for holiday or after school clubs and other out of school settings for children during the covid-19-outbreak	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
School may also continue to open up or hire out their premises for use by external wraparound childcare providers, such as after-school or holiday clubs, that offer provision to children of critical workers and/ or vulnerable children		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Social Distancing Measures Not Followed During Travel to and from School				
Parents and pupils are encouraged to walk or cycle to their education setting where possible	Limited opportunity for this as most students need to use school transport	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Schools, parents and pupils following the government guidance on how to travel safely, when planning their travel on public transport	safer travel guidance for passengers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Face coverings are required at all times on public transport for children, over the age of 11 Face coverings required on all school transport	Updated LA guidance 1.9.2020	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School transport operators have their own risk assessments which are shared with IPT.	Students to be seated in year group order following a seating plan to aid with tracing close contacts. If capacity allows, an empty row will be left between year groups. Detailed in email to bus operators on 7.9.2020.	x		
A transport use agreement will be in place and students unable to comply with expectations will not be permitted to travel		x		

Inadequate Cleaning/Sanitising

<p>A cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups is in place</p>	<p>Agreed schedule with contract cleaning company and additional midday hours from 14.9.2020 Routines for cleaning of sports hall and changing rooms agreed with Leisure centre and signed off daily via checklist. School students not using changing rooms so this area not currently shared.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Surfaces that pupils are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters etc. are cleaned more often than normal</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Bins for tissues and other rubbish are emptied at least daily and as required more frequently.</p>	<p>All classroom bins for tissues are lidded</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Stocks of cleaning chemicals, liquid soap, paper towels, tissues, toilet roll, bin bags etc. regularly checked and additional supplies requested as necessary</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Consideration given to how play equipment is used ensuring it is appropriately cleaned between groups of children using it</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Outdoor playground equipment should be more frequently cleaned.</p>	<p>This also applies to resources used outside and inside by wraparound care providers.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Shared Resources

<p>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared</p>	<p>All Y7 students issued with new pencil case with basic items. Teaching staff / form tutors to issue basic equipment to be kept all day</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Classroom based resources, such as books and games, can be used and shared within the group; these are cleaned regularly, along with all frequently touched surfaces</p>	<p>Where possible text books will be kept within year group / Key Stage teams. Games / literacy</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	resources will be used by Learning Support in SEN hub			
Resources that are shared between classes or groups, such as sports, art and science equipment should be cleaned frequently and meticulously and always between groups, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different groups	Practical subjects to plan activities which use different equipment for different year groups where possible and to follow 48/72 hour guidance. PE staff, science technician and DT / Art staff to agree additional cleaning requirements with site manager	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils can bring essentials such as lunch boxes, hats, coats, books, stationery, bags and mobile phones (depending on school policy) into school	All items to be kept in a suitable bag as lockers will not be available to students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Rules on hand cleaning, cleaning of the resources and rotation apply to these resources	Students will take their own books home as necessary but will not take any other school resources home. Staff will take books home for marking as required.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Devices/ laptops/tablets etc. that are brought from home to school and back again are cleaned at the start and end of the day	Staff and students are responsible for ensuring that they clean their own devices.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors				
Contact with individuals who are unwell is minimised by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school	Ensuring that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms , or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19) Regular	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	reminders to staff, parents and students. Covid guidance sheet issued 7.9.2020			
The school recognises that if they have two or more confirmed cases within 10 days or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required.	All positive cases reported to DfE and LA	x		
Staff who are in the clinically vulnerable group can work in school, taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing.	Adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents. An Individual Risk Assessment is in place for all staff in the CV groups well as staff with other factors. Advice has been sought on a case by case basis. IRA will need to be subject to regular review.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where schools and colleges are carrying out their own testing regime, they make it clear to staff that a negative test result does not remove the risk of transmission.	In some cases, someone who has tested negative may still have the undetected disease and be infectious. It is therefore essential that everyone continues to follow good hygiene and observe social distancing measures whether or not they have been tested	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Secondary schools participating in the rapid asymptomatic testing programme should follow the Mass asymptomatic testing: schools and colleges guidance for handling any positive tests as a result of that programme	Asymptomatic testing in schools and colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Where consent is not given for a secondary-age pupil who has been a close contact of the positive case to participate in asymptomatic testing, the pupil must self-isolate		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clinically extremely vulnerable children and young people should not attend school or other educational settings, because the risk of exposure to the virus in the community is now very high	New advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Following the reintroduction of shielding, clinically extremely vulnerable staff are advised that they should not attend the workplace	Clinically extremely vulnerable individuals are those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list). Staff who are identified as clinically extremely vulnerable should follow the published guidance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Those living with someone who is clinically extremely vulnerable can still attend work where home-working is not possible	People who live with those who are clinically vulnerable or clinically extremely vulnerable can attend the workplace but should ensure they maintain good prevention practice in the workplace and home settings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinically vulnerable staff can continue to attend school where it is not possible to work from home	While in school they should follow the specific measures to minimise the risks of transmission. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. This provides that ideally,	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. Adults should continue to take care to socially distance from other adults including older children and adolescents</p> <p>All CV staff have been given the option to work from home and have taken it. Those with an individual RA for other factors are following measures set out in RA.</p>			
<p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can and do attend the workplace</p>	<p>An Individual Risk Assessment may be needed. Advice sought on a case by case basis. Individual Risk Assessments will need to be subject to regular review</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Pregnant women are in the 'clinically vulnerable' category</p>	<p>School must complete the New and Expectant Mothers risk assessment as well as the Covid Individual risk assessment. Both the New and Expectant Mothers and the Individual Risk Assessment must be reviewed prior to 28 weeks when risk factors increase. Individual Risk Assessments will need to be subject to regular review.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	RCOG Q&A -covid-19-virus-infection-and-pregnancy Covid-19 advice for pregnant employees			
Supply staff and other temporary workers can move between schools, where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk and schools should ensure that all temporary staff have access to the information on the safety arrangements in place, and ensure that this is provided as soon as possible after the booking is confirmed	To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual	All visiting practitioners will follow the school's control measures including distancing hand hygiene and face coverings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteers may be used to support the work of the school, as would usually be the case. Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible	All volunteers will follow the school's control measures including distancing hand hygiene and face coverings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to PPE should be available where there is contact with diagnosed or suspected person with covid-19	See Inadequate Personal Protection & PPE section of this risk assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Site User Becoming Unwell				
If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow the guidance which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms.	stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection Regular reminders to staff, parents and student about what to do if symptoms develop. Covid guidance sheet issued 7.9.2020.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If a pupil is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the Pupils and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation.	If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people Where possible the medical room will be used for this purpose	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If the pupil needs to go to the toilet while waiting to be collected, they should use a separate toilet if possible. The toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PPE should be worn by staff caring for the pupil while they await collection if a distance of 2 metres cannot be maintained (such as for a very young pupil or a pupil with complex needs)	See Inadequate Personal Protection & PPE section of this risk assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In an emergency, call 999 if the pupil or staff member 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	Regular reminders to staff, parents and student about what to do if symptoms develop.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any member of staff who has provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless: <ul style="list-style-type: none"> the symptomatic person subsequently tests positive they develop symptoms themselves (in which case, they should arrange to have a test) they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated)		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people	COVID-19: cleaning of non-healthcare settings guidance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Site User Developing Symptoms

<p>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</p> <p>The advice service (or PHE local health protection team if escalated) will provide definitive advice on who must be sent home. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed.</p>	<p>Regular reminders to staff, parents and student about what to do if symptoms develop.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>School have received an initial supply of 10 home PCR (polymerase chain reaction) test kits and information about how to order to replenish this supply when they are running out</p>	<p>School should call the Test and Trace helpdesk on 119 if these have not arrived.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>School determines how to prioritise the distribution of their PCR test kits in order to minimise the impact of the virus on the education of their pupils.</p>	<p>.The test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. In particular, these tests kits will also help ensure that symptomatic staff can also get a test and if they test negative, can return to work as soon as they no longer have</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>symptoms of coronavirus (COVID-19). Further information is provided in our guidance Coronavirus (COVID-19): test kits for schools and FE providers</p>			
<p>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace</p>	<p>Regular reminders to staff, parents and student about contact tracing responsibilities</p> <p>Secondary schools participating in the rapid asymptomatic testing programme should refer to the asymptomatic testing in schools and colleges to ensure contacts of the positive case are tested</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19).</p>	<p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the young person or staff member who is self-isolating subsequently develops symptoms.</p> <p>Regular reminders to staff and parents about Government and PHE guidance</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Where pupils who are self-isolating and are within the definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support</p>	<p>School should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Parents and staff are asked to inform the school immediately of the results of a test</p>	<p>Schools must not share the names or details of people with coronavirus unless essential to protect others.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>If someone with symptoms tests negative for coronavirus (COVID-19), then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 14 days from the date of that contact</p>	<p>First day absence calls and other contact with parents about potential health issues to be logged. Questions and prompts for conversations with parents to be used by office and pastoral staff</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.</p>	<p>Reminders sent to parents if self-isolating for this reason.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>If someone with symptoms tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 14 days</p>	<p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Schools send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious</p>	<p>Close contact means: direct close contacts - face to face contact with an infected individual for any</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</p> <p>proximity contacts – extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual travelling in a small vehicle, like a car, with an infected person</p>			
School must take swift action when they become aware that someone who has attended has tested positive for coronavirus and must contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority	This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Health England has good evidence that routinely taking the temperature of pupils by the school is not recommended as this is an unreliable method for identifying coronavirus (COVID-19) so this does not take place		<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 when they arrive at school, when they return from breaks, when they change rooms and before and after eating	<p>Ensure that staff have sufficient time to wash their hands regularly, as frequently as pupils.</p> <p>Handwashing available in toilets, science labs, Rooms 7, 11, 12 and 13. Hand sanitiser available in all classrooms and at school entrances</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Hands are washed with liquid soap & water for a minimum of 20 seconds	Regular reminders and appropriate signage	<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 available in toilets, science labs, Rooms 7, 11, 12 and 13. Hand sanitiser available in all classrooms and at school entrances	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol based hand cleansers/gels (containing at least 60% alcohol) can only be used if soap and water are not available, but is not a 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.	Duty staff will supervise use of hand sanitiser at entrances. Teaching staff will supervise use of sanitiser in classrooms. Handwashing will be prioritised over sanitiser where it is possible.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The 'catch it, bin it, kill it' approach is very important and is promoted	<p>CATCH IT  Germs spread easily. Always carry tissues and use them to catch your cough or sneeze.</p> <p>BIN IT  Germs can live for several hours on tissues. Dispose of your tissue as soon as possible.</p> <p>KILL IT  Hands can transfer germs to every surface you touch. Clean your hands as soon as you can.</p> <p></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disposable tissues are available in each room for both staff and pupil use		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bins (ideally lidded pedal bins) for tissues are available in each room		<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	See SEN individual risk assessments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate Personal Protection & PPE				
In schools where pupils in year 7 and above are educated, face coverings must be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained	From 2.11.2020 all members of the school community and visitors will be required to wear a face covering at all times in corridors and communal areas.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Adults (staff and visitors) in primary schools and in secondary schools DO wear face coverings in areas outside of the classroom</p>	<p>Some individuals are exempt from wearing face coverings. This applies to those who:</p> <ul style="list-style-type: none"> - cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability - speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate <p>The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>In Secondary schools face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained</p>	<p>https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Face visors or shields are not routinely worn as an alternative to face coverings where face coverings are mandatory but can be worn along with a face covering</p>	<p>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. Some staff may continue to wear a clear visor in the classroom.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Some individuals are exempt from wearing face coverings. This applies to those who:</p> <ul style="list-style-type: none"> - cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability 	<p>The same exemptions will apply in education settings, and we would expect teachers and other</p>	<input checked="" type="checkbox"/>		

- speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate	staff to be sensitive to those needs.			
It is not necessary to wear face coverings in the classroom, where protective measures already mean the risks are lower, and where they could inhibit learning	All staff have the option to wear a clear face visor in the classroom. Students wishing to wear a face covering in class may do so if requested by a parent. safe working in education, childcare and children's social care	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In such circumstances as face coverings are allowed to be worn in school they must be worn correctly	Duty staff to supervise removal of face coverings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear instructions are provided to staff and pupils on how to put on, remove, store and dispose of face coverings, to avoid inadvertently increasing the risks of transmission	Communicate 'how to wear face mask correctly' guidance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where a face covering becomes damp, it should not be worn and the face covering should be replaced		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, the school has taken steps to have a small contingency supply available to meet such needs		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PPE will need to be worn by a member of staff if a pupil becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the pupil is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn	safe working in education, childcare and children's social care	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Visitors, Contractors & Spread of Coronavirus

All visits to the school are restricted to those that are absolutely necessary		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent and carer visits are suspended for: <ul style="list-style-type: none"> • new admissions, • settling-in children new to the setting • attending organised performances 		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All visitors and contractors must make pre-arranged appointments or they will not be allowed on site	Visitor book used to log visitors in school, to be completed by school staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School ensures site guidance on physical distancing and hygiene is explained to visitors and contractors on or before arrival	Site manager and office manager responsible for this guidance Visitors are required to wear a face covering when they enter the school building and to sanitise their hands.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where visits can happen outside of school hours, they are arranged as such	Site manager and office manager to coordinate this. Pastoral and SLT staff to arrange essential parent meetings out of school hours where possible and use telephone / virtual meetings if possible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contractors to attend by agreement only after school have satisfied themselves that it is necessary for the visit to take place at that time and that all required controls are in place to allow the work to continue safely	Site manager to keep CMG updated. Schools should have discussions with key contractors about the school's control measures and ways of working.	<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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

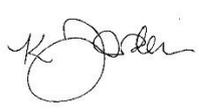
<p>A record is kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace</p>	<p>Visitor book to be reviewed to ensure all necessary information is recorded and any issues with GDPR considered</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Where schools are satisfied that it would be safe to do so, they may choose to open up or hire out their premises for use by external bodies or organisations, such as external coaches or after-school or holiday clubs or activities</p>	<p>In doing so, schools should ensure they are considering carefully how such arrangements can operate within their wider protective measures and should also have regard to any other relevant government guidance</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>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</p>	<p>These programmes are essential for children's health and wellbeing</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Inadequate Ventilation</p>				
<p>Ventilate spaces with outdoor air</p>	<p>natural ventilation – if necessary external opening doors may also be used provided this doesn't compromise safeguarding measures</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Occupied spaces must always be well ventilated and a comfortable teaching environment maintained</p> <p>This can be achieved by a variety of measures including:</p>	<p>mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	supplemented by an outdoor air supply)			
Where possible, occupied room windows should be open.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keep toilet ventilation in operation as much as possible while building is occupied	Windows open all day. Doors propped open at the end of the day	<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	Further advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and assist with creating a throughput of air	Fire doors must not be propped open unless they have a self-closing hold open device fitted	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consideration given to only opening every other window instead of all windows when the heating is activated		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school offers flexibility to allow additional, suitable indoor clothing.	For more information see School uniform	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Furniture rearranged where possible to avoid direct draughts		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When heating is activated and windows are on trickle vent, consideration is given to employing desk fans to move any stagnant pockets of air	Desk fans are pointed away from people and pointed at walls etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If school needs to use additional heaters they only use sealed, oil filled electric heaters	Electric fan heaters used sparingly due	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	to increased fire and electrical risk			
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 prior to risk assessment 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 checked="" type="checkbox"/>	No <input type="checkbox"/>		
Have you identified any further control measures needed to control the risk and recorded them in the action plan	Yes <input type="checkbox"/>	No <input checked="" 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

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"/>	

Assessor(s)/ Position(s):	Kath Jordan, Headteacher Charlie McBeath, Site Manager	Signature(s):	
Approved by the Governing Board	Sue Reid, Chair of Governors	Signature:	
Date:	9.9.2020 4.11.2020 27.1.21	Review Dates:	18.9.2020 20.10.2020 4.11.2020 10.11.2020 27.1.21

Distribution: All staff and Governors / available to other stakeholders on request

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	
Catastrophic	Fatal injury/permanent disability	Highly likely	More likely to occur
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

POTENTIAL OUTCOME		LIKELIHOOD				
Catastrophic						
Major						
Moderate						
Minor						
Insignificant						
		Remote	Unlikely	Possible	Likely	Highly Likely