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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity/**  **Situation** | | | | | **COVID SECURE ARRANGEMENTS FROM SEPTEMBER 31.1.22** | | | | | | | | | | | | | | | |
| **Location** | | | | |  | | | | | | | | | | | | | | | |
| **Persons at Risk** | | | | | **Pupils ☒** | | | **Employees☒** | | | | **Visitors ☒** | | | **Contractors ☒** | | | | | |
| **HAZARD(S)** | | | | | ***Note:*** *this list is not exhaustive and* ***must*** *be adapted for your own needs*   * **Contact Between Individuals** * **Inadequate Cleaning/Sanitising** * **Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors** * **Site User Becoming Unwell** * **Site User Developing Symptoms** * **Inadequate Hand Washing/Personal Hygiene** * **Inadequate Personal Protection & PPE** * **Visitors, Contractors & Spread of Coronavirus** * **Inadequate Ventilation** * **Arrangements for Boarding Schools During Pandemic** | | | | | | | | | | | | | | | |
| **CONTROL MEASURES** | | | | | | | | | | **ADDITIONAL INFORMATION** | | | | **YES** | | **NO** | | | **N/A** | |
| ***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.* | | | | | | | | | | | | | | | | | | | | |
| **In considering all of the below risks and potential control measures, please be mindful of your duties under the** [**Equality Act**](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools) **by ensuring that there is no adverse impact on any particular group of staff / pupils with protected characteristics** | | | | | | | | | | | | | | | | | | | | |
| **Contact Between Individuals** | | | | | | | | | | | | | | | | | | | | |
| It is no longer necessary to keep children in consistent groups (‘bubbles’) | | | | | | | | | | Children back to their 4 classes. Bubbles not being used | | | | **☐** | | ☒ | | | **☐** | |
| Outbreak management plans cover the possibility that it may become necessary to reintroduce ‘bubbles’ for a temporary period, to reduce mixing between groups | | | | | | | | | | Completed. Measures will be increased when necessary | | | | ☒ | | **☐** | | | **☐** | |
| Assemblies have resumed | | | | | | | | | | Children sit in their classes and don’t mix altogether. Windows and fire door to be open - monitored by an adult | | | | **☐** | | ☒ | | | **☐** | |
| Pupils can mix at breaks and lunchtimes | | | | | | | | | | Each class to go outside individually and not cross in the corridor. Classes line up on their own spaces outside and head in individually. | | | | **☐** | | ☒ | | | **☐** | |
| 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 | | | | | | | | | | Head/admin to confirm before any booking  You should speak to either your commercial insurance provider, the Risk Protection Arrangement (RPA) or an outdoor education adviser to assess the protection available and make sure it provides suitable protection in the event of a COVID-19 related cancellation | | | | **☐** | | ☒ | | | **☐** | |
| Schools can undertake educational day visits | | | | | | | | | | No current trips planned for the first half term. | | | | **☐** | | ☒ | | | **☐** | |
| Schools can undertake domestic residential education visits | | | | | | | | | | No trips planned for the first half term | | | | **☐** | | ☒ | | | **☐** | |
| International educational visits do not take place before the start of the autumn term | | | | | | | | | | N/A | | | | **☐** | | **☐** | | | ☒ | |
| 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 | | | | | | | | | | N/A | | | | **☐** | | **☐** | | | ☒ | |
| School has resumed all before and after-school educational activities and wraparound childcare for pupils | | | | | | | | | | OOSC windows open in the hall. Outside when possible  More information on planning extra-curricular provision can be found in the guidance for [providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-holiday-and-after-school-clubs-and-other-out-of-school-settings-during-the-coronavirus-covid-19-outbreak) | | | | **☐** | | ☒ | | | **☐** | |
| **Inadequate Cleaning/Sanitising** | | | | | | | | | | | | | | | | | | | | |
| A cleaning schedule that includes regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces is in place | | | | | | | | | | Daily cleaning of rooms by Caretaker  / Cleaner to include enhanced cleaning.  Admin Officer to clean key touch points around school during the day. Record checked and signed.  Caretaker / Cleaner & headteacher to monitor.  [Cleaning of non-healthcare settings outside the home](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) | | | | **Y** | | **☐** | | | **☐** | |
| Electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use | | | | | | | | | | Cleaned middle and end of the day | | | | **☐** | | ☒ | | | **☐** | |
| Bins for tissues and other rubbish are emptied throughout the day | | | | | | | | | | Emptied daily - caretaker | | | | **☐** | | ☒ | | | **☐** | |
| Stocks of cleaning chemicals, liquid soap, paper towels, tissues, toilet roll, bin bags etc. regularly checked and additional supplies requested as necessary | | | | | | | | | | Checked weekly by - caretaker | | | | **☐** | | ☒ | | | **☐** | |
| Daily testing of close contacts applies to all contacts who are:   * fully vaccinated adults – people who have had 2 doses of an approved vaccine * all children and young people aged 5 to 18 years and 6 months, regardless of their vaccination status * people who are not able to get vaccinated for medical reasons * people taking part, or have taken part, in an approved clinical trial for a COVID-19 vaccine | | | | | | | | | | Children under 5 years are exempt from self-isolation 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 [SEND Guidance](https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings?priority-taxon=b350e61d-1db9-4cc2-bb44-fab02882ac25) | | | |  | |  | | |  | |
| 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. | | | | | | | | | |  | | | |  | |  | | |  | |
| Close contacts will be identified via NHS Test and Trace | | | | | | | | | | Education settings will no longer be expected to undertake contact tracing | | | |  | |  | | |  | |
| 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 | | | |  | |  | | |  | |
| Contact with individuals who are required to self-isolate is minimised by ensuring they do not attend the school | | | | | | | | | |  | | | |  | |  | | |  | |
| 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) | | | | | | | | | |  | | | |  | |  | | |  | |
|  | |  | |  | | |
| 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 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 | | | | | | | | | |  | | | |  | |  | | |  | |
| 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 | | | | | | | | | |  | | | |  | |  | | |  | |
| 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 | | | | | | | | | | For most education and childcare settings, whichever of these thresholds is reached first:  • 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or  • 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period | | | |  | |  | | |  | |
| All settings should seek public health advice if a pupil, student, child or staff member is admitted to hospital with COVID-19. They can do this by phoning the DfE helpline (0800 046 8687, option 1), or in line with other local arrangements. | | | | | | | | | | Hospitalisation could indicate increased severity of illness or a new variant of concern. Settings may be offered public health support in managing risk assessments and communicating with staff and parents. | | | |  | |  | | |  | |
| 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 | | | |  | |  | | |  | |
| 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 | | | | | | | | | |  | | | |  | |  | | |  | |
| Individual risk assessments for colleagues formally considered to be CEV are undertaken and reviewed regularly | | | | | | | | | | Individual risk assessments completed for staff | | | |  | |  | | |  | |
| 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 reviewed in addition to the New and Expectant Mother (NEM) workplace risk assessment | | | | | | | | | |  | | | |  | |  | | |  | |
| All CEV pupils should attend their school unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician not to attend | | | | | | | | | | Further information is available in the guidance on [Supporting pupils with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3) | | | | **☐** | | ☒ | | | **☐** | |
| CEV colleagues currently undertaking amended duties to enable them to work fully from home can now consider with their manager a return to normal duties on a risk assessment basis with specific factors to be taken into account including:   * ensuring the working environment is as Covid-safe as possible, taking into account individual vaccination status and the risk of coming into contact with Covid cases as part of their role; * they **should not** provide direct care to people who are known to have a current Covid infection, or symptoms suggestive of Covid; * continuation of the current amended duties for the time being may be appropriate depending on the risk assessment * arrangements to be reviewed again towards the end of September when it is anticipated the Covid risk should be reduced.   **Colleagues in their third trimester of pregnancy**  For colleagues in their third trimester of pregnancy (i.e. from 28 weeks) we have been following the same guidance as the for CEV colleagues so the approach outlined above should also be followed for these colleagues | | | | | | | | | | Individual risk assessments will be completed for these staff members. Head to complete and meet prior to any return | | | | ☒ | | **☐** | | | **☐** | |
| All employers have a duty of care to their employees, and this extends to their mental health.  Make sure you have explained to all staff the measures you are putting in place. Discuss with all staff any changes in place as part of these measures.  Because some staff may be particularly anxious about returning, you may need extra systems in place to support staff wellbeing | | | | | | | | | | Staff updated in emails about safety measures.  Discussions at staff meeting on safety measures in place.  any amendments to expectations.  staff know to come and see head  Read about the: [extra mental health support for pupils and teachers](https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers), [Wellbeing for Education return programme](https://www.gov.uk/government/publications/wellbeing-for-education-return-grant-s31-grant-determination-letter)  [Education Support](https://www.educationsupport.org.uk/) provides a free helpline for school staff and targeted support for mental health and wellbeing | | | | **☐** | | ☒ | | | **☐** | |
| **Site User Becoming Unwell** | | | | | | | | | | | | | | | | | | | | |
| Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to [book a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) 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 | | | | | | | | | | 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 | | | |  | |  | | |  | |
| Staff in all settings should undertake twice weekly home tests | | | | | | | | | | Tuesday and Friday. All tests provided  Reported and logged  Inform head asap of result | | | |  | |  | | |  | |
| 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 | | | | | | | | | | We will advise but not enforce daily testing  If symptoms come, isolate with immediate affect | | | |  | |  | | |  | |
| Staff and pupils with a positive LFD test result should self-isolate in line with the [stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection). They will also need to [get a free PCR test to check if they have COVID-19](https://www.gov.uk/get-coronavirus-test). | | | | | | | | | | If symptoms come, isolate with immediate affect | | | |  | |  | | |  | |
| 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 | | | | | | | | | |  | | | |  | |  | | |  | |
| Whilst awaiting the confirmatory PCR result, the individual should continue to self-isolate | | | | | | | | | |  | | | |  | |  | | |  | |
| 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 | | | | | | | | | | | | | | | | | | | | |
| Pupils, staff and other adults should follow public health advice on when to self-isolate and what to do | | | | | | | | | | [When to self-isolate and what to do - Coronavirus (COVID-19)](https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/) | | | |  | |  | | |  | |
| Individuals may now take LFD tests on day 5 and day 6 of their self-isolation period. Those who receive two negative test results are no longer required to complete 10 full days of self-isolation | | | | | | | | | | The first test must be taken no earlier than day 5 of the self-isolation period and tests must be taken 24 hours apart. This also applies to children under 5, with LFD testing at parental or guardian discretion. If both these test results are negative, and you do not have a high temperature, you may end your self-isolation after the second negative test result and return to your education or childcare setting from day 6 | | | |  | |  | | |  | |
| Anyone who is unable to take LFD tests will need to complete the full 10 day period of self-isolation | | | | | | | | | |  | | | |  | |  | | |  | |
| Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to [book a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) 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 | | | | | | | | | | 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 | | | |  | |  | | |  | |
| Pupils, staff and other adults should follow public health advice on when to self-isolate and what to do | | | | | | | | | | [When to self-isolate and what to do - Coronavirus (COVID-19)](https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/) | | | | **☐** | | ☒ | | | **☐** | |
| **Inadequate Hand Washing/Personal Hygiene** | | | | | | | | | | | | | | | | | | | | |
| Staff/pupils/cleaners/contractors etc. will be reminded to clean their hands regularly, including;   * when they arrive at the school * when they return from breaks * when they change rooms * before and after eating | | | | | | | | | | Ensure that staff have sufficient time to wash their hands regularly, as frequently as pupils  All people on site sanitise when coming into the building | | | | **☐** | | ☒ | | | **☐** | |
| 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 | | | | | | | | | |  | | | | **☐** | | ☒ | | | **☐** | |
| Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff | | | | | | | | | | N/A | | | | **☐** | | ☒ | | | **☐** | |
| 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 | | | | | | | | | | N/A | | | | **☐** | | ☒ | | | **☐** | |
| Help given to pupils with complex needs to clean their hands properly | | | | | | | | | | 1:1 staff aware and support with PPE if needed | | | | **☐** | | ☒ | | | **☐** | |
| 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 | | | | | | | | | | N/A | | | | **☐** | | ☒ | | | **☐** | |
| Hands are washed with liquid soap & water for a minimum of 20 seconds | | | | | | | | | | All children to do this on arrival, after breaks and before lunch | | | | **☐** | | ☒ | | | **☐** | |
| 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 | | | | | | | | | | Site manager checks regularly | | | | **☐** | | ☒ | | | **☐** | |
| Alcohol based hand cleansers/gels can only be used if soap and water are not available, but is not a substitute for hand washing. Such gels MUST ONLY BE USED UNDER CLOSE SUPERVISION. In normal circumstances pupils should not be using alcohol based hand cleansers because of the risk of ingestion | | | | | | | | | | Skin friendly cleaning wipes can be used as an alternative | | | | **☐** | | ☒ | | | **☐** | |
| 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 | | | | | | | | | | Agreed at staff meeting. Spot checked by head. | | | | **☐** | | ☒ | | | **☐** | |
| The ‘catch it, bin it, kill it’ approach is very important and is promoted | | | | | | | | | | Discussed in classes. | | | | **☐** | | ☒ | | | **☐** | |
| Disposable tissues are available in each room for both staff and pupil use | | | | | | | | | | N/A. | | | | **☐** | | ☒ | | | **☐** | |
| Bins (ideally lidded pedal bins) for tissues are available in each room | | | | | | | | | | N/A | | | | **☐** | | ☒ | | | **☐** | |
| 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 | | | | | | | | | | The [e-bug](https://e-bug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus) website contains free resources for schools, including materials to encourage good  hand and respiratory hygiene | | | | **☐** | | ☒ | | | **☐** | |
| **Inadequate Personal Protection & PPE** | | | | | | | | | | | | | | | | | | | | |
| Face coverings are worn in enclosed and crowded spaces where you may come into contact with people you don’t normally meet | | | | | | | | | | Close contact with visitors, masks on. | | | | **☐** | | ☒ | | | **☐** | |
| In case of an outbreak in school, a director of public health might advise that face coverings should temporarily be worn in communal areas or classrooms (by pupils, staff and visitors, unless exempt) | | | | | | | | | | This is covered in the Outbreak Management Plan | | | | **☐** | | ☒ | | | **☐** | |
| In the above circumstances, transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn | | | | | | | | | | Transparent masks to be worn | | | | **☐** | | ☒ | | | **☐** | |
| 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 | | | | | | | | | | N/A | | | | **☐** | | ☒ | | | **☐** | |
| 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 | | | | **☐** | | ☒ | | | **☐** | |
| Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are exempt from any requirement to wear face coverings in schools or in public places | | | | | | | | | | N/A | | | | **☐** | | ☒ | | | **☐** | |
| 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 | | | | | | | | | | N/A | | | | **☐** | | ☒ | | | **☐** | |
| 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 | | | | | | | | | | N/A | | | | **☐** | | ☒ | | | **☐** | |
| Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully | | | | | | | | | | N/A | | | | **☐** | | ☒ | | | **☐** | |
| PPE for coronavirus (COVID-19) is required when performing [aerosol generating procedures (AGPs)](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe%23aerosol-generating-procedures-agps) | | | | | | | | | | N/A | | | | **☐** | | ☒ | | | **☐** | |
| 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 | | | | | | | | | | 1:1 in particular aware of this | | | | **☐** | | ☒ | | | **☐** | |
| **Visitors, Contractors & Spread of Coronavirus** | | | | | | | | | | | | | | | | | | | | |
| Key contractors are made aware of the school’s control measures and ways of working | | | | | | | | | | Information explained on entry via admin | | | | **☐** | | ☒ | | | **☐** | |
| School ensures site guidance on is explained to visitors and contractors on or before arrival | | | | | | | | | | Information explained on entry via admin | | | | **☐** | | ☒ | | | **☐** | |
| Contractors to provide updated risk assessment prior to visit which includes their own controls round infection spread prevention | | | | | | | | | | Hand to admin/head to look over prior to entry | | | | **☐** | | ☒ | | | **☐** | |
| 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 | | | | **☐** | | ☒ | | | **☐** | |
| **Inadequate Ventilation** | | | | | | | | | | | | | | | | | | | | |
| Occupied spaces must always be well ventilated and a comfortable teaching environment maintained | | | | | | | | | | This can be achieved by a variety of measures including:  **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 supplemented by an outdoor air supply) | | | | **☐** | | ☒ | | | **☐** | |
| Ventilate spaces with outdoor air | | | | | | | | | | **Natural ventilation** – if necessary external opening doors may also be used provided this doesn’t compromise safeguarding measures  Hall door open but monitored by adult. | | | | **☐** | | ☒ | | | **☐** | |
| Where possible, occupied room windows should be open | | | | | | | | | | all windows opened in every room | | | | **☐** | | ☒ | | | **☐** | |
| 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](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm) and [CIBSE coronavirus (COVID-19) advice](https://www.cibse.org/coronavirus-covid-19/coronavirus,-sars-cov-2,-covid-19-and-hvac-systems). | | | | **☐** | | ☒ | | | **☐** | |
| 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 | | | | | | | | | | Self closing doors in classrooms to be propped open  Fire doors must not be propped open unless they have a self-closing hold open device fitted | | | | **☐** | | ☒ | | | **☐** | |
| 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) | | | | **☐** | | ☒ | | | **☐** | |
| Consideration given to opening high level windows in preference to low level to reduce draughts | | | | | | | | | | Windows open slightly in all rooms | | | | **☐** | | **☐** | | | **☐** | |
| Consideration given to only opening every other window instead of all windows when the heating is activated | | | | | | | | | |  | | | | **☐** | | **☐** | | | **☐** | |
| 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 | | | | **☐** | | **☐** | | | **☐** | |
| **Arrangements for Boarding Schools During Pandemic - N/A** | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | |  | | | | **☐** | | **☐** | | | **☐** | |
| All pupils travelling to England must adhere to [travel legislation](https://www.legislation.gov.uk/uksi/2021/582/contents), details of which are set out in [government travel advice](https://www.gov.uk/guidance/red-amber-and-green-list-rules-for-entering-england) | | | | | | | | | | Additional guidance has been issued on the [quarantine arrangements for boarding school pupils travelling from red-list countries to attend a boarding school in England](https://www.gov.uk/government/publications/quarantine-arrangements-for-boarding-school-students-from-red-list-countries) | | | | **☐** | | **☐** | | | **☐** | |
| Pupils travelling from amber list countries may quarantine at home or at accommodation provided by their school for 10 days | | | | | | | | | | The rules for pupils travelling from amber and green list countries are different and are explained in the [rules for entering guidance](https://www.gov.uk/guidance/red-amber-and-green-list-rules-for-entering-england) | | | | **☐** | | **☐** | | | **☐** | |
| If a child in a boarding school shows symptoms, they should initially self-isolate in their residential setting household. Most children will benefit from self-isolating in their boarding house so that their usual support can continue. Others will benefit more from self-isolating in their family home | | | | | | | | | | [Guidance on isolation for residential educational settings.](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings) | | | | **☐** | | **☐** | | | **☐** | |
| 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 [safe working in education childcare and childrens social care settings](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe)  guidance | | | | **☐** | | **☐** | | | **☐** | |
| In the case of any localised outbreaks, we expect them to keep the residential provision open if at all possible | | | | | | | | | | Decisions will be made on a case-by-case basis.  They will need to remain open to those who:  -have particular needs that cannot be accommodated safely at home  -do not have suitable alternative accommodation | | | | **☐** | | **☐** | | | **☐** | |
| 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 | | | | **☐** | | **☐** | | | **☐** | |
|  | | | | | | | | | | | | | | | | | | | | |
| Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment | | | | | | | | | | | | | | **Yes** ☒ | | | | **No ☐** | | |
| What is the level of risk for this activity/situation with existing control measures | | | | | | | | | | | | | | **High☒** | | **Med☐** | | | **Low**  **☐** | |
| Is the risk adequately controlled with existing control measures | | | | | | | | | | | | | | **Yes** ☒ | | | **No ☐** | | | |
| Have you identified any further control measures needed to control the risk and recorded them in the action plan | | | | | | | | | | | | | | **Yes** ☒ | | | **No ☐** | | | |
| **ACTION PLAN** (insert additional rows if required) | | | | | | | | | | | **To be actioned by** | | | | | | | | | |
| Further control measures to reduce risks *so far as is reasonably practicable* | | | | | | | | | | | **Name** | | | | **Date** | | | | | |
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| State overall risk level assigned to the task **AFTER** implementation of control and action plan measures taken as a result of this risk assessment | | | | | | | | | | | | | | **High☐** | | **Med☒** | | | **Low**  **☐** | |
| Is such a risk level deemed to be as low as reasonably practical? | | | | | | | | | | | | | | **Yes ☒** | | | **No ☐** | | | |
| Is activity still acceptable with this level of risk? | | | | | | | | | | | | | | **Yes ☒** | | | **No ☐** | | | |
| If no, has this been escalated to senior leadership team? | | | | | | | | | | | | | | **Yes ☐** | | | **No ☐** | | | |
| **Assessor(s):**  **Position(s):** | | | **Richard Moss**  **Head teacher** | | | | | | **Signature(s):** | | | | R.Moss | | | | | | | |
| **Date:** | | | **31.1.22** | | | | | | **Review Date:** | | | | **April 2022 or**  **When new gov guidance comes out** | | | | | | | |
| **Distribution:** | | | | | | | | | | | | | | | | | | | | |
|  | *Risk rating* | | | | | *Action* | | | | | | | | | | | | | |
|  | **HIGH** | | | | | **Urgently review/add controls & monitor, notify H&S Team (if Likely or Highly Likely – stop work, seek competent advice)** | | | | | | | | | | | | | |
|  | **MEDIUM** | | | | | **Review/add controls (as far as reasonably practicable) & monitor** | | | | | | | | | | | | | |
|  | **LOW** | | | | | **Monitor control measures** | | | | | | | | | | | | | |

