





| Activity/<br>Situation   | COVID SECURE ARRANGEMENTS FROM 21 <sup>st</sup><br>FEBRUARY 2022   |   |  |   |
|--|--|---|--|---|
| Location   | The Federation of Skelton Newby Hall and Sharow CE Primary Schools   |   |  |   |
| 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 <b>must</b> be adapted for your own needs</i></p> <ul style="list-style-type: none"> <li>✘ Contact Between Individuals and Spread of Coronavirus</li> <li>✘ Outbreak Management</li> <li>✘ Inadequate Personal Protection &amp; PPE</li> <li>✘ Inadequate Hand Washing/Personal Hygiene</li> <li>✘ Inadequate Cleaning/Sanitising</li> <li>✘ Inadequate Ventilation</li> </ul> |   |  |   |
| CONTROL MEASURES   | ADDITIONAL INFORMATION   | YES   | NO   | N/A   |
| In considering all of the below risks and potential control measures, please be mindful of your duties under the <a href="#">Equality Act</a> by ensuring that there is no adverse impact on any particular group of staff / pupils with protected characteristics |  |   |  |   |
| <b>Contact Between Individuals and Spread of Coronavirus</b>   |  |   |  |   |
| Contacts are no longer required to self-isolate or advised to take daily tests, and contact tracing has ended  |  | <input checked="" type="checkbox"/>           | <input type="checkbox"/>                     | <input type="checkbox"/>                        |
| Staff in mainstream primary schools will not be expected to continue taking part in regular asymptomatic testing and should follow asymptomatic testing advice for the general population  | <a href="#">Get tested for coronavirus (COVID-19) - NHS (www.nhs.uk)</a>   | <input checked="" type="checkbox"/>           | <input type="checkbox"/>                     | <input type="checkbox"/>                        |
| Staff and pupils in mainstream secondary schools will not be expected to continue taking part in regular asymptomatic testing and should follow asymptomatic testing advice for the general population   | <a href="#">Get tested for coronavirus (COVID-19) - NHS (www.nhs.uk)</a>   | <input type="checkbox"/>                      | <input type="checkbox"/>                     | <input checked="" type="checkbox"/>             |
| Staff and pupils in specialist SEND settings, Alternative Provision, and SEND units in mainstream schools are advised to continue regular twice weekly testing.  | For further Information <a href="#">SEND and specialist settings: additional COVID-19 operational guidance (publishing.service.gov.uk)</a>   | <input type="checkbox"/>                      | <input type="checkbox"/>                     | <input checked="" type="checkbox"/>             |
| Pupils, staff and other adults should follow guidance on People with COVID-19 and their contacts if they have COVID-19 symptoms  | <a href="#">COVID-19: people with COVID-19 and their contacts - GOV.UK (www.gov.uk)</a>  | <input checked="" type="checkbox"/>           | <input type="checkbox"/>                     | <input type="checkbox"/>                        |
| In most cases, parents and carers will agree that a pupil with the key symptoms of COVID-19 should not attend the school, given the potential risk to others.  |  | <input checked="" type="checkbox"/>           | <input type="checkbox"/>                     | <input type="checkbox"/>                        |

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|---|---|-------------------------------------|--------------------------|-------------------------------------|
| If a parent or carer insists on a pupil attending your school where they have a confirmed or suspected case of COVID-19, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19                                  |   |                                     |                          |                                     |
| Pupils and staff should return to school as soon as they can, in line with guidance for People with COVID-19 and their contacts   | <a href="https://www.gov.uk/guidance/covid-19-people-with-covid-19-and-their-contacts">COVID-19: people with COVID-19 and their contacts - GOV.UK (www.gov.uk)</a>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Pupils in boarding schools should usually self-isolate in their boarding school. Only in exceptional circumstances, where there is an overriding health or safeguarding issue, should a pupil self-isolate away from school   |   | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| People previously considered to be particularly vulnerable, clinically extremely vulnerable (CEV), and high or higher-risk are not being advised to shield again  | Staff, children and young people who were previously identified as being in one of these groups are advised to continue to follow <a href="https://www.gov.uk/guidance/guidance-for-people-previously-considered-clinically-extremely-vulnerable-from-covid-19">Guidance for people previously considered clinically extremely vulnerable from COVID-19 - GOV.UK (www.gov.uk)</a> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Staff and children and young people over the age of 12 with a weakened immune system should follow <a href="https://www.gov.uk/guidance/covid-19-guidance-for-people-whose-immune-system-means-they-are-at-higher-risk">COVID-19: guidance for people whose immune system means they are at higher risk - GOV.UK (www.gov.uk)</a> |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Staff, children and young people previously considered CEV should attend school and should follow the same <a href="https://www.gov.uk/guidance/coronavirus-covid-19-guidance-and-support">Coronavirus (COVID-19): guidance and support - GOV.UK (www.gov.uk)</a> guidance as the rest of the population                          | In some circumstances, a member of staff, 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   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Whilst individual risk assessments are not required, employers are expected to discuss  |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |

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| any concerns that people previously considered CEV may have   |   |                                     |                          |                          |
| Employers will need to follow this specific guidance <a href="https://www.gov.uk/guidance/coronavirus-covid-19-advice-for-pregnant-employees">Coronavirus (COVID-19): advice for pregnant employees - GOV.UK (www.gov.uk)</a>   |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mandatory certification is no longer in place and so venues and events are not required by law to use the NHS COVID Pass as a condition of entry, but some may do so voluntarily  | Further information on this is available in the guidance on <a href="https://www.gov.uk/guidance/using-your-nhs-covid-pass-for-travel-abroad-and-at-venues-and-settings-in-england">Using your NHS COVID Pass for travel abroad and at venues and settings in England - GOV.UK (www.gov.uk)</a> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The NHS COVID Pass is not used as a condition of entry for education or related activities such as exams, teaching, extra-curricular activities or any other day-to-day activities that are part of education or training   |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Outbreak Management</b>  |   |                                     |                          |                          |
| 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 |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In the event of an outbreak, a school may be advised by their local health team or director of public health to undertake testing for staff and students of secondary age and above for a period of time  |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Inadequate Personal Protection &amp; PPE</b>   |   |                                     |                          |                          |
| Face coverings are no longer advised for pupils, staff and visitors in classrooms or communal areas   |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff and pupils should follow wider advice on face coverings outside of school, including on transport to and from school  |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A director of public health might advise you that face coverings should temporarily be worn in communal areas or classrooms (by pupils, staff and visitors, unless exempt)  | You should make sure your contingency plans cover this possibility  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 in these circumstances   | Transparent face coverings may be effective in reducing the spread of COVID-19.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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|  | However, the evidence to support this is currently very limited   |                                     |                          |                                     |
| Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles   |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission  | Visors may protect against droplet spread in specific circumstances but are unlikely to be effective in preventing aerosol transmission, and therefore in a school environment are unlikely to offer appropriate protection to the wearer. Visors should only be used by those exempt from wearing a face covering after carrying out a risk assessment for the specific situation and should always be cleaned appropriately | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| <b>Inadequate Hand Washing/Personal Hygiene</b>  |   |                                     |                          |                                     |
| Staff/pupils/cleaners/contractors etc. will be reminded to clean their hands regularly, including; <ul style="list-style-type: none"> <li>when they arrive at the school</li> <li>when they return from breaks</li> <li>when they change rooms</li> <li>before and after eating</li> </ul> | Ensure that staff have sufficient time to wash their hands regularly, as frequently as pupils   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Consideration given to how often pupils and staff will need to wash their hands and incorporated time for this is in timetables or lesson plans  |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff   |   | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands and this has been considered  |   | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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| Help given to pupils with complex needs to clean their hands properly   |   | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Risk assessments for pupils with complex needs that may struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant, have been updated in order to support these pupils and the staff working with them   |   | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Hands are washed with liquid soap & water for a minimum of 20 seconds   |   | <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   | Hand sanitiser should be available in classrooms, eating areas and public places (e.g. reception) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| The preferred method of washing hands is through the use of soap and water for at least 20 seconds. Where this may be impractical or difficult to achieve (e.g. due to time constraints in between lessons) then this can be supplemented with the use of alcohol based hand cleansers/gels. However, the use of such gels 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 unsupervised because of the risk of ingestion and/or misuse | Skin friendly cleaning wipes can be used as an alternative  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| School has embedded hand washing routines into school culture, supported by behaviour expectations to help ensure younger pupils and those with complex needs understand the need to follow them  |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |

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| <p>The 'catch it, bin it, kill it' approach is very important and is promoted</p>   | <p><b>CATCH IT</b> <br/> <small>Germs spread easily. Always carry tissues and use them to catch your cough or sneeze.</small></p> <p><b>BIN IT</b> <br/> <small>Germs can live for several hours on tissues. Dispose of your tissue as soon as possible.</small></p> <p><b>KILL IT</b> <br/> <small>Hands can transfer germs to every surface you touch. Clean your hands as soon as you can.</small></p> <p></p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Disposable tissues are available in each room for both staff and pupil use</p>   |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Bins (ideally lidded pedal bins) for tissues are available in each room</p>  |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>School has embedded the 'catch it, bin it, kill it' approach to ensure younger pupils and those with complex needs get this right, and that all pupils understand that this is now part of how the school operates</p> | <p>The <a href="#">e-bug</a> website contains free resources for schools, including materials to encourage good hand and respiratory hygiene</p>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p><b>Inadequate Cleaning/Sanitising</b></p>  |  |                                     |                          |                          |
| <p>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</p>   | <p><a href="#">COVID-19: cleaning in non-healthcare settings outside the home - GOV.UK (www.gov.uk)</a></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 throughout the day</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><b>Inadequate Ventilation</b></p>  |  |                                     |                          |                          |
| <p>Co2 monitors used and monitored to detect areas of poor ventilation</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><b>mechanical ventilation systems</b> – these should be adjusted to increase the ventilation rate</p>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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|  | 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  | <b>Natural ventilation</b> – if necessary external opening doors may also be used provided this doesn't compromise safeguarding measures  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Where possible, occupied room windows should be open   |   | <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 <a href="#">air conditioning and ventilation during the coronavirus outbreak</a> and <a href="#">CIBSE coronavirus (COVID-19) advice</a> .   | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/>            |
| In cold weather where the school heating system is activated, windows are open to provide trickle ventilation rather than being fully open                     | <b>natural ventilation</b> – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space)   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |

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| 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"/>               |
| If school needs to use additional heaters they only use sealed, oil filled electric heaters   | Electric fan heaters used sparingly due to increased fire and electrical risk | <input checked="" type="checkbox"/>     | <input type="checkbox"/>                | <input type="checkbox"/>               |
|   |   |   |   |  |
| Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment                          |   | Yes <input checked="" type="checkbox"/> |   | No <input type="checkbox"/>            |
| What is the level of risk for this activity/situation with existing control measures  |   | High <input type="checkbox"/>           | Med <input checked="" 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"/> |
| <b>ACTION PLAN</b> (insert additional rows if required)   | <b>To be actioned by</b>  |   |   |  |
| Further control measures to reduce risks <i>so far as is reasonably practicable</i>   | <b>Name</b>   | <b>Date</b>                             |   |  |
|   |   |   |   |  |
|   |   |   |   |  |
|   |   |   |   |  |
|   |   |   |   |  |
|   |   |   |   |  |
| State overall risk level assigned to the task <b>AFTER</b> implementation of control and action plan measures taken as a result of this risk assessment |   | High <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"/>            |
| <b>Assessor(s):</b>   | <b>Jacqui Palmer</b>  | <b>Signature(s):</b>                    | J Palmer                                |  |
| <b>Position(s):</b>   | Headteacher   |   |   |  |
| <b>Date:</b>  | 1.3.22  | <b>Review Date:</b>                     | In response to national guidance        |  |
| <b>Distribution: website, email link to parents and Sharepoint</b>  |   |   |   |  |





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

**POTENTIAL OUTCOME**

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

**LIKELIHOOD**

|               |   |
|---------------|---|
| Highly likely | More likely to occur  |
| Likely        |  |
| Possible      |   |
| Unlikely      |  |
| Remote        |   |

**POTENTIAL OUTCOME**

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

**LIKELIHOOD**