

| Activity/<br>Situation  | WIDER OPENING OF SCHOOL FROM SEPTEMBER 2020   |   |  |   |           |
|---|---|---|--|---|-----------|
| Location  | 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>✘ <b>Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed</b></li> <li>✘ <b>Social Distancing Measures Not Followed During Travel to and from School</b></li> <li>✘ <b>Inadequate Cleaning/Sanitising</b></li> <li>✘ <b>Shared Resources</b></li> <li>✘ <b>Staffing &amp; Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors</b></li> <li>✘ <b>Site User Becoming Unwell</b></li> <li>✘ <b>Site User Developing Symptoms</b></li> <li>✘ <b>Inadequate Hand Washing/Personal Hygiene</b></li> <li>✘ <b>Inadequate Personal Protection &amp; PPE</b></li> <li>✘ <b>Visitors, Contractors &amp; Spread of Coronavirus</b></li> <li>✘ <b>Inadequate Ventilation</b></li> </ul> |   |  |   |           |
|   | <b>CONTROL MEASURES</b>   |   | <b>ADDITIONAL INFORMATION</b>                | <b>YES</b>                                      | <b>NO</b> |
| <p><i>Note: you <b>must</b> amend and adapt this generic risk assessment to suit your own needs by selecting the controls from the examples provided (adding and amending others where necessary) and then evaluate the overall risk for the activity/situation.</i></p>          |   |   |  |   |           |
| <p><b>Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed</b></p>   |   |   |  |   |           |
| 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  | Details;-<br>Class groups will act like bubbles in Sharow school. Skelton school will collectively act like a bubble with only 20 pupils.   | <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   | This will be recorded in the registers and timetables for staff mobility.   | <input checked="" 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 'bubbles'  | <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).           |   | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 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 |   | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 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   |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| 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   |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible   | Timetabling will include staggered breaktimes at Sharow. Lunch will be eaten in classrooms at Sharow. Wraparound care at Sharow will be situated in the dining room.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| 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  |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Schools keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport   | Wraparound care will mix groups. A register will record attendance and be available to be used to identify contacts if necessary. Year 2 and Year 3 bubbles will mix into a wider group on Fridays for specialist teaching. | <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  |  | <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                          |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where possible adults maintain a 2 metre distance from each other, and from children   |  | <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 to less than 15 minutes duration   |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Within the classroom a distance between people is maintained so far as reasonably practical  | It is accepted that distancing may not be possible in primary schools  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Face to face contact time is reduced and limited to no more than 15 minutes duration   |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils are seated side by side and facing forwards, rather than face to face or side on  |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff will work side on to pupils as opposed to face to face whenever possible   |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Educational and care support is provided as normal to pupils who have complex needs or who need close contact care   |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Unnecessary furniture has been moved out of classrooms to make more space  |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Large gatherings such as assemblies or collective worship with more than one group do not take place   | Worship will be virtual or conducted in the classroom.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The timetable and selection of classroom or other learning environment has been used to reduce movement around the school or building  |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Consideration given to staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school   | Staggered start and finish times should not reduce the amount of overall teaching time. Staggered start and finish times will be in place. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Parents' drop-off and pick-up protocols planned to minimise adult to adult contact   |  | <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) |  | <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)                      |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| External entrances to classrooms are used where practical  |  | <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  |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lunch breaks are staggered  |   | <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   | Staffroom seating areas are allocated to bubbles.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| During PE lessons pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.            |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Outdoor sports are prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene | Schools should refer to the following advice:<br><a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroots sport<br><br>advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Social Distancing Measures Not Followed During Travel to and from School</b>   |   |                                     |                          |                          |
| Parents and pupils are encouraged to walk or cycle to their education setting where possible  |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schools, parents and pupils following the government guidance on how to travel safely, when planning their travel on public transport   | <a href="#">safer travel guidance for passengers</a>  | <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   |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Inadequate Cleaning/Sanitising</b>   |   |                                     |                          |                          |
| 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                 | An enhanced cleaning schedule is in place and is carried out voluntarily by staff members.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Surfaces that pupils are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters etc. are cleaned more often than normal                          |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use  | Included in cleaning schedule.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|   |  |                                     |                          |                          |
|---|--|-------------------------------------|--------------------------|--------------------------|
| Bins for tissues and other rubbish are emptied throughout the day   | Included in cleaning schedule.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Stocks of cleaning chemicals, liquid soap, paper towels, tissues, toilet roll, bin bags etc. regularly checked and additional supplies requested as necessary   | Responsibility of school administrators.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Consideration given to how play equipment is used ensuring it is appropriately cleaned between groups of children using it  | Fixed play equipment at Sharow will not be in use.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Shared Resources</b>   |  |                                     |                          |                          |
| 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   | All children have their own pencil cases with appropriate equipment.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Classroom based resources, such as books and games, can be used and shared within the bubble; these are cleaned regularly, along with all frequently touched surfaces   |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, 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 bubbles |  | <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  |  | <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                               | It is very difficult to adequately clean exercise books so the school may need to isolate the books for 48 hours before marking. Homework books will remain for home use only. | <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   |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Staffing &amp; Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors</b>   |  |                                     |                          |                          |
| 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 <a href="#">coronavirus (COVID-19) symptoms</a> , or                                     | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |




|   |   |                                     |                          |                          |
|---|---|-------------------------------------|--------------------------|--------------------------|
|   | 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) |                                     |                          |                          |
| Staff with specific health conditions who fall within the clinically extremely vulnerable category and have been shielding, are advised to stay at home as much as possible. If working from home is not possible, they may be asked to return to work from 1 <sup>st</sup> August. Consideration should first be given to roles in school where it is possible to maintain social distancing. Returning is subject to an individual risk assessment and being able to maintain social distancing as much as possible | <a href="#">Clinically extremely vulnerable</a><br><br>Individual risk assessments are needed and guidance must be sought   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff who are in the clinically vulnerable group can work in school, subject to an individual risk assessment and being able to maintain social distancing as much as possible  | <a href="#">Clinically-vulnerable people</a><br>Individual risk assessments are needed and guidance must be sought  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where it is necessary to use supply staff and peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils   | Consider longer engagement of supply staff to minimise movement between sites   | <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"/> |
| <b>Site User Becoming Unwell</b>  |   |                                     |                          |                          |
| 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 7 days and should <a href="#">arrange to have a test</a> to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-  | <a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|  |  |                                     |                          |                                     |
|--|--|-------------------------------------|--------------------------|-------------------------------------|
| isolate for 14 days from when the symptomatic person first had symptoms  |  |                                     |                          |                                     |
| 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. | <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"/>            |
| If a child in a boarding school shows symptoms, they should initially self-isolate in their residential setting household. Most children will benefit from self-isolating in their boarding house so that their usual support can continue. Others will benefit more from self-isolating in their family home  | <a href="#">guidance on isolation for residential educational settings.</a>                                    | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| In an emergency, call 999 if the pupil is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital   |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test & Trace. |  | <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  | <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| <b>Site User Developing Symptoms</b>   |  |                                     |                          |                                     |
| Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to <a href="#">book a test</a> if they are displaying symptoms. Staff and pupils must not come into the school if they have   |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |

|  |   |                                     |                          |                          |
|--|---|-------------------------------------|--------------------------|--------------------------|
| <p>symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</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 &amp; Trace</p>   |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to <a href="#">self-isolate</a> 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>  |   | <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>   |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating</p>  |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>If someone tests positive, they should follow the <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a> and must continue to self-isolate for at least 7 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 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating 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</p>   | <p>Close contact means:</p>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



|  |   |                                     |                          |                          |
|--|---|-------------------------------------|--------------------------|--------------------------|
| tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious  | <p>direct close contacts<br/>- face to face contact with an infected individual for any 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> |                                     |                          |                          |
| Public Health England is clear 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"/> |
| <b>Inadequate Hand Washing/Personal Hygiene</b>  |   |                                     |                          |                          |
| 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   | 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"/> |
| 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  |   | <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. | Skin friendly skin cleaning wipes can be used as an alternative   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|  |   |                                     |                          |                          |
|--|---|-------------------------------------|--------------------------|--------------------------|
| <p>The 'catch it, bin it, kill it' approach is very important and is promoted</p>  | <p><b>CATCH IT</b><br/>Germs spread easily. Always carry tissues and use them to catch your cough or sneeze.</p>  <p><b>BIN IT</b><br/>Germs can live for several hours on tissues. Dispose of your tissue as soon as possible.</p>  <p><b>KILL IT</b><br/>Hands can transfer germs to every surface you touch. Clean your hands as soon as you can.</p>  <p><b>NHS</b></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>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</p> |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p><b>Inadequate Personal Protection &amp; PPE</b></p>   |   |                                     |                          |                          |
| <p>Face coverings are not use in school as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education</p>  |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>In Primary schools where social distancing is not possible such as indoor areas outside of classrooms, between members of staff or visitors (for example, in staffrooms) staff may wear face coverings (e.g. visors) at the discretion of the Head Teacher</p>                                  |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>It is not necessary to wear face coverings in the classroom, where protective measures already mean the risks are lower, and where they can inhibit learning</p>  |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>In such circumstances as face coverings are allowed to be worn in school they must be worn correctly</p>  |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>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</p>  |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>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</p>  |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Where a face covering becomes damp, it should not be worn and the face covering should be replaced</p>  |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|   |  |                                     |                          |                          |
|---|--|-------------------------------------|--------------------------|--------------------------|
| <p>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</p> | <p><a href="#">safe working in education, childcare and children's social care</a></p>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p><b>Visitors, Contractors &amp; Spread of Coronavirus</b></p>   |  |                                     |                          |                          |
| <p>All visitors and contractors must make pre-arranged appointments or they will not be allowed on site</p>   |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>School ensures site guidance on physical distancing and hygiene is explained to visitors and contractors on or before arrival</p>  |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Where visits can happen outside of school hours, they are arranged as such</p>   |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>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</p>  |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Contractors to provide updated risk assessment prior to visit which includes their own controls round infection spread prevention</p>  | <p>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</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>A record is kept of all visitors</p>   |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p><b>Inadequate Ventilation</b></p>  |  |                                     |                          |                          |
| <p>Ventilate spaces with outdoor air</p>  |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Where possible, occupied room windows should be open.</p>  |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Keep toilet ventilation in operation as much as possible while building is occupied</p>  |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Switch air handling units with recirculation to 100% outdoor air where this is not possible, systems are operated as normal</p>  |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation</p>  | <p>Fire doors must not be propped open unless they have a</p>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |


|   |   |  |   |                              |  |
|---|---|--|---|------------------------------|--|
|   | self-closing hold<br>open device fitted |  |   |                              |  |
| Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment                          |   |  |   |                              |  |
|   |   | Yes <input checked="" type="checkbox"/>  | No <input type="checkbox"/>             |                              |  |
| What is the level of risk for this activity/situation with existing control measures  |   | High <input checked="" type="checkbox"/> | Med <input type="checkbox"/>            | Low <input type="checkbox"/> |  |
| Is the risk adequately controlled with existing control measures  |   | Yes <input 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>                     |   |                              |  |
| <b>Position(s):</b>   | <b>Headteacher</b>                      |  |   |                              |  |
| <b>Date:</b>  | <b>8.9.2020</b>                         | <b>Review Date:</b>                      | <b>Ongoing</b>                          |                              |  |
| <b>Distribution: all staff, website and governors</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        | Less likely to occur  |

**POTENTIAL OUTCOME**

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

**LIKELIHOOD**