

Activity/ Situation	COVID SECURE ARRANGEMENTS				
Location					
Persons at Risk	Pupils ☒	Employees☒	Visitors ☒	Contractors ☒	
HAZARD(S)	<p><i>Note: this list is not exhaustive and must be adapted for your own needs</i></p> <ul style="list-style-type: none"> ▪ Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed ▪ Social Distancing Measures Not Followed During Travel to and from School ▪ Inadequate Cleaning/Sanitising ▪ Shared Resources ▪ Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors ▪ Site User Becoming Unwell ▪ Site User Developing Symptoms ▪ Inadequate Hand Washing/Personal Hygiene ▪ Inadequate Personal Protection & PPE ▪ Visitors, Contractors & Spread of Coronavirus ▪ Inadequate Ventilation ▪ Arrangements for Boarding Schools During Pandemic 				
CONTROL MEASURES	ADDITIONAL INFORMATION	YES	NO	N/A	
<p><i>Note: you must amend and adapt this generic risk assessment to suit your own needs by selecting the controls from the examples provided (adding and amending others where necessary) and then evaluate the overall risk for the activity/situation.</i></p>					
<p>In considering all of the below risks and potential control measures, please be mindful of your duties under the Equality Act by ensuring that there is no adverse impact on any particular group of staff / pupils with protected characteristics</p>					
<p>Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed</p>					
<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</p>	<p>Details:-</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>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</p>	<p>This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome</p>	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Distinct groups or ‘bubbles’ that do not mix are maintained which makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and to keep that number as small as possible</p>		<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>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).</p>	<p>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’</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p>NA</p>
<p>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 a group become ill with coronavirus (COVID-19).</p>		<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>In Secondary Schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended</p>	<p>Students do move from class to class as their options dictate.</p>	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Whatever the size of the group, they are kept apart from other groups and older children are encouraged to keep their distance within their groups</p>		<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

Schools with the capability to do it should take steps to limit interaction, and the sharing of rooms and social spaces between groups as much as possible		Y	<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 type="checkbox"/>	<input type="checkbox"/>	NA
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		Y	<input type="checkbox"/>	<input type="checkbox"/>
Siblings may be in different groups		Y	<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	Restrictions in place such as desks being 2 metres away from the teacher.	Y	<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		Y	<input type="checkbox"/>	<input type="checkbox"/>
The number of interactions or changes are minimised wherever possible		Y	<input type="checkbox"/>	<input type="checkbox"/>
Where possible adults maintain a 2 metre distance from each other, and from children		Y	<input type="checkbox"/>	<input type="checkbox"/>

<p>Adults avoid close face to face contact and limit time spent within 1 metre of anyone</p>	<p>- direct close contacts - 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 either as a one-off contact or added up together over one day) with an infected individual</p> <p>Guidance for contacts of people with possible or confirmed coronavirus covid-19 infection who do not live with the person/ guidance for contacts of people with possible or confirmed coronavirus covid-19 infection who do not live with the person</p>	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Staff in Secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible</p>	<p>2 metres away. Staff are encouraged to move desks back if they encroach forwards.</p>	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Educational and care support is provided as normal to pupils who have complex needs or who need close contact care with other increased hygiene protocols in place to minimise the risk of transmission</p>		<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

Schools, local authorities, health professionals, regional schools commissioners and other services work together to ensure that children with medical conditions are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers	In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility. Our guidance on supporting pupils at school with medical conditions remains in place	Y	<input type="checkbox"/>	<input type="checkbox"/>
Pupils are seated side by side and facing forwards, rather than face to face or side on		Y	<input type="checkbox"/>	<input type="checkbox"/>
Unnecessary furniture has been moved out of classrooms to make more space		Y	<input type="checkbox"/>	<input type="checkbox"/>
Large gatherings such as assemblies or collective worship with more than one group do not take place		Y	<input type="checkbox"/>	<input type="checkbox"/>
The timetable and selection of classroom or other learning environment has been used to keep groups apart and reduce movement around the school or building	Avoid creating busy corridors, entrances and exits	Y	<input type="checkbox"/>	<input type="checkbox"/>
Break times are staggered so that all pupils are not moving around the school at the same time	No, students are in bubbles and kept separate.	<input type="checkbox"/>	N	<input type="checkbox"/>
Lunch breaks are staggered	See above.	<input type="checkbox"/>	N	<input type="checkbox"/>
Numbers of staff using Staff Room are limited or the use of Staff Room is staggered to ensure that staff maintain 2 metres distance from each other	The taping off or removal of chairs may be needed to ensure staff cannot sit within 2 metres of each other. Staff must still have a break of a reasonable length during the day	Y	<input type="checkbox"/>	<input type="checkbox"/>
Staff meetings take place remotely where possible. Where this is not possible staff meetings take place in a large well ventilated room ensuring 2 metres social distancing at all times	Virtual staff meetings could take place where staff stay in their classrooms and join the meeting.	Y	<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	<p>Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may include:</p> <ul style="list-style-type: none"> condensing or staggering free periods or break time but retaining the same amount of teaching time keeping the length of the day the same but starting and finishing later to avoid busy periods 	Y	<input type="checkbox"/>	<input type="checkbox"/>
Parents' drop-off and pick-up protocols planned to minimise adult to adult contact	CYPs Bulletin	Y	<input type="checkbox"/>	<input type="checkbox"/>
All parents/carers entering the school premises (and in other congested areas around school premises) wear a face covering in addition to social distancing	This an extra safeguard to reduce the transmission of the virus. Please note that this does not apply to those who are medically exempt	Y	<input type="checkbox"/>	<input type="checkbox"/>
Ensure that you inform those travelling by car that they should wait in their car until the specific drop off time	This will reduce the amount of people assembling in and around the school grounds and will help with social distancing	Y	<input type="checkbox"/>	<input type="checkbox"/>
Ensure that you inform parents to maintain social distancing from others when dropping off and collecting pupils from school		Y	<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, only one adult per family should enter school grounds to drop off or collect)		<input type="checkbox"/>	<input type="checkbox"/>	N

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)		Y	<input type="checkbox"/>	<input type="checkbox"/>
Schools can undertake educational day visits	Any educational day visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination	Y	<input type="checkbox"/>	<input type="checkbox"/>
Schools can undertake domestic residential education visits, from 17 May	Any domestic residential educational visits must be conducted in line with relevant COVID-19 guidance and regulations in place at that time. Visits must be cleared by the Academy Principal before preparations commence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils are kept within their consistent groups (bubbles) for the purpose of the domestic residential educational visit		Y	<input type="checkbox"/>	<input type="checkbox"/>

Given the likely gap in COVID-19 cancellation related insurance, schools considering booking a new visit are advised to ensure that any new bookings have adequate financial protection in place	You should speak to either your commercial insurance provider, the Risk Protection Arrangement (RPA) or an outdoor education adviser to assess the protection available and make sure it provides suitable protection in the event of a COVID-19 related cancellation	Y	<input type="checkbox"/>	<input type="checkbox"/>
Schools do not go on any international visits this academic year up to and including 5 September 2021	The position beyond 5 September will be reviewed again in advance	Y	<input type="checkbox"/>	<input type="checkbox"/>
School will work to resume all before and after-school educational activities and wraparound childcare for pupils		Y	<input type="checkbox"/>	<input type="checkbox"/>
School works closely with any external wraparound providers which their pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day		Y	<input type="checkbox"/>	<input type="checkbox"/>
From 17 May, where wraparound and other extracurricular activities for children are taking place indoors, they will be able to take place in groups of any number	However, it remains important to continue to minimise mixing between children, where possible. This can be achieved by continuing to keep children in consistent groups every time they attend the setting	Y	<input type="checkbox"/>	<input type="checkbox"/>
Smaller groups should be considered when it is not possible to keep children in consistent groups every time they attend the setting		Y	<input type="checkbox"/>	<input type="checkbox"/>

<p>When considering appropriate group sizes important factors such as the recommended occupancy levels of the premises you are operating from and levels of ventilation are taken into account</p>	<p>For example, guidance for providers of grassroots sports and sport facilities recommends that the maximum occupancy of an indoor facility should be limited by providing a minimum of 100sqft per person.</p> <p>The guidance for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children may help you to plan extra-curricular provision, including appropriate group size</p>	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Activities taking place outdoors can happen in groups of any number</p>	<p>This is because the transmission risk is lower outside</p>	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Where parents are using external childcare providers or out of school extra-curricular activities for their children, you should also:</p> <ul style="list-style-type: none"> • advise them to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible. • encourage them to check providers have put in place their own protective measures • send them the link to the guidance for parents and carers 		<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>If school premises are hired out for use by external wraparound childcare providers, such as after-school or holiday clubs, school have made sure these organisations have:</p> <ul style="list-style-type: none"> • considered the relevant government guidance for their sector • put in place protective measures 		<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p>NA</p>
<p>Social Distancing Measures Not Followed During Travel to and from School</p>				

Parents and pupils are encouraged to walk or cycle to their education setting where possible		Y	<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	Safer travel guidance for passengers	Y	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate Cleaning/Sanitising				
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		Y	<input type="checkbox"/>	<input type="checkbox"/>
Frequently touched surfaces, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters etc. are cleaned more often than normal		Y	<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		Y	<input type="checkbox"/>	<input type="checkbox"/>
Bins for tissues and other rubbish are emptied throughout the day	And at the end of the day.	Y	<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	PPE equipment outside the Academy Principal's office.	Y	<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		<input type="checkbox"/>	<input type="checkbox"/>	NA
Outdoor playground equipment should be more frequently cleaned	This would also apply to resources used inside and outside by wraparound care providers	Y	<input type="checkbox"/>	<input type="checkbox"/>
Shared Resources				
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		Y	<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		Y	<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		Y	<input type="checkbox"/>	<input type="checkbox"/>
Pupils should limit the amount of equipment they bring into school each day, including essentials such as lunch boxes, hats, coats, books, stationery, bags and mobile phones (depending on school policy)		Y	<input type="checkbox"/>	<input type="checkbox"/>
The ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment has been assessed and where cleaning or disinfecting is not possible or practical, resources will be either: <ul style="list-style-type: none"> • restricted to one user • left unused for a period of 48 hours (72 hours for plastics) between use by different individuals 	Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use	Y	<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	Staff should sanitise their hands before and after marking	Y	<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		Y	<input type="checkbox"/>	<input type="checkbox"/>
Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors				
Contact with individuals who are required to self-isolate is minimised by ensuring they do not attend the school		Y	<input type="checkbox"/>	<input type="checkbox"/>
Anybody contacted by NHS Test and Trace or local health protection team and told to self-isolate because they have been a close contact of a positive case, has a legal obligation to do so		Y	<input type="checkbox"/>	<input type="checkbox"/>

<p>Pupils, staff and other adults must not come into the school if:</p> <ul style="list-style-type: none"> ● they have one or more coronavirus (COVID-19) symptoms ● a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms ● they are legally required to quarantine, having recently visited countries outside the Common Travel Area ● they have had a positive test ● have been in close contact with someone who tests positive for coronavirus (COVID-19) 		Y	<input type="checkbox"/>	<input type="checkbox"/>
<p>School makes everyone onsite or visiting aware that they must immediately cease to attend and not attend for at least 10 days from the day after:</p> <ul style="list-style-type: none"> ● the start of their symptoms ● the test date if they did not have any symptoms but have had a positive LFD or PCR test (if an LFD test is taken first, and a PCR test is then taken within 2 days of the positive lateral flow test, and is negative, it overrides the LFD test and the pupil can return to school) 		Y	<input type="checkbox"/>	<input type="checkbox"/>
<p>The pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia</p>	<p>This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice.</p>	Y	<input type="checkbox"/>	<input type="checkbox"/>
<p>The school recognises that if they have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and will call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required</p>	<p>You can reach them by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case</p>	Y	<input type="checkbox"/>	<input type="checkbox"/>

<p>Where a pupil routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the pupil. Pupils should be able to continue attending both settings.</p>	<p>While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact except when required by specific public health advice</p>	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Where individuals are self-isolating and are within the definition of vulnerable, school has put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support</p>		<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Where schools and colleges are carrying out their own testing regime, they make it clear to staff and pupils that a negative test result does not remove the risk of transmission</p>	<p>In some cases, someone who has tested negative may still have the undetected disease and be infectious. It is therefore essential that everyone continues to follow good hygiene and observe social distancing measures whether or not they have been tested</p>	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>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</p>		<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>CEV individuals are no longer advised to shield but must continue to follow the rules in place for everyone under the current national restrictions</p>		<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Staff with specific health conditions who fall within the CEV 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. 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</p>	<p>Individual risk assessments are needed and guidance must be sought</p>	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings		Y	<input type="checkbox"/>	<input type="checkbox"/>
CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission		Y	<input type="checkbox"/>	<input type="checkbox"/>
Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home		Y	<input type="checkbox"/>	<input type="checkbox"/>
Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from coronavirus (COVID-19) where it is not possible to work from home, these staff can attend school as long as the system of controls are followed	information available on who is at higher risk from coronavirus	Y	<input type="checkbox"/>	<input type="checkbox"/>
Pregnant women are in the 'clinically vulnerable' category	School must complete the New and Expectant Mothers risk assessment as well as the Covid Individual risk assessment. Both the New and Expectant Mothers and the Individual Risk Assessment must be reviewed prior to 28 weeks when risk factors increase. Individual Risk Assessments will need to be subject to regular review RCOG Q&A covid19 virus infection and pregnancy	Y	<input type="checkbox"/>	<input type="checkbox"/>

<p>We currently advise, due to the increased risk of serious illness and premature birth after 28 weeks gestation arising from Covid, that pregnant colleagues in their 3rd trimester do not attend a physical workplace. Therefore, from now on pregnant employees in their 3rd trimester should be directed to work from home if they are currently attending a workplace. This should happen as soon as possible, and so managers are required to send home any pregnant employees who have reached the start of their 28th week of pregnancy</p>	<p>As pregnant women are currently advised not to be vaccinated and there continues to be moderate levels of coronavirus transmission within the community, we have decided to continue to advise those in the 3rd trimester of pregnancy to continue to remain away from workplaces As per NYCC and CYC recommendation</p>	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>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</p>	<p>Read about the: extra mental health support for pupils and teachers, Wellbeing for Education return programme Education Support provides a free helpline for school staff and targeted support for mental health and wellbeing</p>	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Volunteers may be used to support the work of the school, as would usually be the case</p>	<p>Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible visitors must have the clearance of the Academy Principal.</p>	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual</p>		<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

<p>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 minimise contact and maintain as much distance as possible from other staff</p>	<p>To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year</p>	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Supply staff, volunteers and other temporary or peripatetic staff can move between schools.</p>	<p>They should ensure they minimise contact and maintain as much distance as possible from other staff. Such staff and visitors must follow your school's arrangements for managing and minimising risk based on the system of controls. They should also have access to information on the safety arrangements and be provided with this as soon as possible after the booking. This also applies to other temporary staff and volunteers working in schools such as:</p> <ul style="list-style-type: none"> ● support staff working on a supply basis ● peripatetic staff such as music tutors and sports coaches ● those working in before and after school clubs 	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

Site User Becoming Unwell

<p>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</p> <ul style="list-style-type: none"> ▪ be sent them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days ▪ be advised to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection - GOV.UK (www.gov.uk) ▪ be advised to arrange to have a test as soon as possible to see if they have COVID-19 	<p>Other members of their household (including any siblings) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. If a member of the household starts to display symptoms while self-isolating they will need to restart the 10 day isolation period and book a test</p>	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>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. A window should be opened for fresh air ventilation if it is safe to do so</p>	<p>If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people</p>	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>If the pupil needs to go to the toilet while waiting to be collected, they should use a separate toilet if possible. The toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else</p>		<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>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)</p>	<p>See Inadequate Personal Protection & PPE section of this risk assessment</p>	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

<p>In non-residential schools, if a pupil displays coronavirus (COVID-19) symptoms, or has a positive test, while at their school they should avoid using public transport and, wherever possible, be collected by a member of their family or household</p>	<p>If someone who uses dedicated transport tests positive, local authorities should work with schools and colleges to identify close contacts</p>	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result</p>	<p>If this is not possible, alternative arrangements may need to be organised by the school. The local authority may be able to help source a suitable vehicle which would provide appropriate protection for the driver, who must be made aware that the individual has tested positive or is displaying symptoms</p>	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>In an emergency, call 999 if the pupil is seriously ill or injured or their life is at risk.</p>	<p>Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital</p>	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

<p>Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> ▪ the symptomatic person subsequently tests positive ▪ they develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test) ▪ they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated) which is a legal obligation ▪ they have tested positive from an LFD or PCR test as part of a community or worker programme. If an LFD test is taken first, and a confirmatory PCR test is then taken within 2 days of the positive lateral flow test, and is negative, it overrides the LFD test and the individual can return to school 		Y	<input type="checkbox"/>	<input type="checkbox"/>
<p>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</p>		Y	<input type="checkbox"/>	<input type="checkbox"/>
<p>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</p>	<p>COVID-19: cleaning of non-healthcare settings guidance</p>	Y	<input type="checkbox"/>	<input type="checkbox"/>
<p>Site User Developing Symptoms</p>				

<p>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to book a test if they are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit</p>	<p>The advice service (or PHE local health protection team if escalated) will provide definitive advice on who must be sent home. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed</p>	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>School have received an initial supply of 10 PCR test kits before the start of the autumn term in 2020 and information about how to order to replenish this supply when they are running out</p>	<p>You can replenish these kits when they run out by making an order through the online portal. You should call the Test and Trace helpdesk on 119 These are in the conference room.</p>	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

<p>Schools determine how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils.</p>	<p>The test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. In particular, these test kits will also help ensure that symptomatic staff can also get a test and if they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19). Further information is provided in our guidance Coronavirus (COVID-19): test kits for schools and FE providers.</p>	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines</p>		<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>It remains essential that anyone who gets a positive result from an LFD test self-isolates immediately, as must other members of their household, while they get a confirmatory PCR test</p>		<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Whilst awaiting the confirmatory PCR result, pupils, students and staff and close contacts should continue to self-isolate</p>		<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

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		Y	<input type="checkbox"/>	<input type="checkbox"/>
Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace		Y	<input type="checkbox"/>	<input type="checkbox"/>
Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)	Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms	Y	<input type="checkbox"/>	<input type="checkbox"/>
Parents and staff are asked to inform the school immediately of the results of a test	Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others	Y	<input type="checkbox"/>	<input type="checkbox"/>
If a member of the household starts to display symptoms while self-isolating they will need to restart the 10-day isolation period and book a test.		Y	<input type="checkbox"/>	<input type="checkbox"/>
If anyone tests positive whilst not experiencing symptoms, but develops symptoms during the isolation period, they must restart the 10-day isolation period from the day they developed symptoms.		Y	<input type="checkbox"/>	<input type="checkbox"/>
If someone with symptoms tests negative for coronavirus (COVID-19), then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact	Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation	Y	<input type="checkbox"/>	<input type="checkbox"/>

<p>Someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period</p>	<p>This is because they could still develop coronavirus (COVID-19) within the remaining days</p>	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>If someone with symptoms tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 10 days</p>		<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

<p>Schools send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious</p>	<p>Close contact can be anyone who:</p> <ul style="list-style-type: none"> ▪ lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19) ▪ has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with either a PCR test or LFD test (if a confirmatory PCR test is negative, provided it was taken within two days of the positive LFD, it overrides the lateral flow test and close contacts can stop self isolating): <p>face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre;</p> <p>been within 1 metre for 1 minute or longer without face-to-face contact;</p> <p>been within 2 metres of someone for more than 15 minutes (either as a one-off contact or added up together over 1 day);</p>	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
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School must take swift action when they become aware that someone who has attended has tested positive for coronavirus and must contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority	This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice	Y	<input type="checkbox"/>	<input type="checkbox"/>
Public Health England has good evidence that routinely taking the temperature of pupils by the school is not recommended as this is an unreliable method for identifying coronavirus (COVID-19) so this does not take place		Y	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate Hand Washing/Personal Hygiene				
Staff/pupils/cleaners/contractors etc. will be reminded to clean their hands regularly, including; <ul style="list-style-type: none"> ▪ 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. Additionally hand sanitizer is also available.	Y	<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		Y	<input type="checkbox"/>	<input type="checkbox"/>
Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff		Y	<input type="checkbox"/>	<input type="checkbox"/>
Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands and this has been considered		Y	<input type="checkbox"/>	<input type="checkbox"/>
Help given to pupils with complex needs to clean their hands properly		Y	<input type="checkbox"/>	<input type="checkbox"/>

Risk assessments for pupils with complex needs that may struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant, have been updated in order to support these pupils and the staff working with them		Y	<input type="checkbox"/>	<input type="checkbox"/>
Hands are washed with liquid soap & water for a minimum of 20 seconds		Y	<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		Y	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol based hand cleansers/gels can only be used if soap and water are not available, but is not a substitute for hand washing. Such gels 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	Y	<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		Y	<input type="checkbox"/>	<input type="checkbox"/>
The 'catch it, bin it, kill it' approach is very important and is promoted by staff in classrooms.		Y	<input type="checkbox"/>	<input type="checkbox"/>
Disposable tissues are available in each room for both staff and pupil use		Y	<input type="checkbox"/>	<input type="checkbox"/>
Bins (ideally lidded pedal bins) for tissues are available in each room		Y	<input type="checkbox"/>	<input type="checkbox"/>
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 website contains free resources for schools, including materials to encourage good hand and respiratory hygiene	Y	<input type="checkbox"/>	<input type="checkbox"/>

Inadequate Personal Protection & PPE

Adults (staff and visitors) in Primary schools DO wear face coverings in areas outside of the classroom		Y	<input type="checkbox"/>	<input type="checkbox"/>
Pupils in schools do not need to wear a face covering whilst in the classroom		Y	<input type="checkbox"/>	<input type="checkbox"/>
In Secondary schools face coverings should be worn by pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained	Even though this is not a requirement in the guidance NYCC along with union colleagues consider this to be best practice at this time	Y	<input type="checkbox"/>	<input type="checkbox"/>

<p>In Secondary schools face coverings should be worn by adults when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained</p>	<p>Some individuals are exempt from wearing face coverings. This applies to those who:</p> <ul style="list-style-type: none"> ● people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability ● where putting on, wearing or removing a face covering will cause you severe distress ● if you are speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expressions to communicate ● to avoid harm or injury, or the risk of harm or injury, to yourself or others – including if it would negatively impact on your ability to exercise or participate in a strenuous activity <p>The same</p>	<p>Y</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
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Transparent face coverings can also be worn, but only to assist communication with someone who relies on lip reading, clear sound or facial expression to communicate		Y	<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	Y	<input type="checkbox"/>	<input type="checkbox"/>
Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places		Y	<input type="checkbox"/>	<input type="checkbox"/>
Clear instructions are provided to staff on how to put on, remove, store and dispose of face coverings, to avoid inadvertently increasing the risks of transmission		Y	<input type="checkbox"/>	<input type="checkbox"/>
Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use		Y	<input type="checkbox"/>	<input type="checkbox"/>
Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully	Staff may consider bringing a spare face covering to wear if their face covering becomes damp during the day	Y	<input type="checkbox"/>	<input type="checkbox"/>

Where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, the school has taken steps to have a small contingency supply available to meet such needs		Y	<input type="checkbox"/>	<input type="checkbox"/>
School has a process for when face coverings are worn within the school and how they should be removed	This procedure should be communicated clearly to adults	Y	<input type="checkbox"/>	<input type="checkbox"/>
PPE will need to be worn by a member of staff if a pupil becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the pupil is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn	safe working in education, childcare and children's social care	Y	<input type="checkbox"/>	<input type="checkbox"/>
PPE for coronavirus (COVID-19) is required when performing aerosol generating procedures (AGPs)		Y	<input type="checkbox"/>	<input type="checkbox"/>
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		Y	<input type="checkbox"/>	<input type="checkbox"/>
Visitors, Contractors & Spread of Coronavirus				
All visitors and contractors must make pre-arranged appointments or they will not be allowed on site		Y	<input type="checkbox"/>	<input type="checkbox"/>
School ensures site guidance on physical distancing and hygiene is explained to visitors and contractors on or before arrival		Y	<input type="checkbox"/>	<input type="checkbox"/>
Where visits can happen outside of school hours, they are arranged as such		Y	<input type="checkbox"/>	<input type="checkbox"/>
Contractors to attend by agreement only after school have satisfied themselves that it is necessary for the visit to take place at that time and that all required controls are in place to allow the work to continue safely		Y	<input type="checkbox"/>	<input type="checkbox"/>

Contractors to provide updated risk assessment prior to visit which includes their own controls round infection spread prevention	Times of visits may need to be adapted to take in to account the ability to maintain appropriate social distancing measures and availability of resources to effectively clean following the visits	Y	<input type="checkbox"/>	<input type="checkbox"/>
As normal, school engages with their local immunisation providers to provide immunisation programmes on site, ensuring these are delivered in keeping with the school's control measures	These programmes are essential for children's health and wellbeing	Y	<input type="checkbox"/>	<input type="checkbox"/>
A record is kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.		Y	<input type="checkbox"/>	<input type="checkbox"/>
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)	Y	<input type="checkbox"/>	<input type="checkbox"/>

Ventilate spaces with outdoor air	Natural ventilation – if necessary external opening doors may also be used provided this doesn't compromise safeguarding measures	Y	<input type="checkbox"/>	<input type="checkbox"/>
Where possible, occupied room windows should be open		Y	<input type="checkbox"/>	<input type="checkbox"/>
Switch air handling units with recirculation to 100% outdoor air where this is not possible, systems are operated as normal	Further advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice .	Y	<input type="checkbox"/>	<input type="checkbox"/>
Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and assist with creating a throughput of air	Fire doors must not be propped open unless they have a self-closing hold open device fitted	Y	<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	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)	Y	<input type="checkbox"/>	<input type="checkbox"/>
Consideration given to opening high level windows in preference to low level to reduce draughts		Y	<input type="checkbox"/>	<input type="checkbox"/>
Consideration given to only opening every other window instead of all windows when the heating is activated		Y	<input type="checkbox"/>	<input type="checkbox"/>
The school offers flexibility to allow additional, suitable indoor clothing	For more information see School uniform	Y	<input type="checkbox"/>	<input type="checkbox"/>
Furniture rearranged where possible to avoid direct draughts		Y	<input type="checkbox"/>	<input type="checkbox"/>

Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces		Y	<input type="checkbox"/>	<input type="checkbox"/>
When heating is activated and windows are on trickle vent, consideration is given to employing desk fans to move any stagnant pockets of air	Desk fans are pointed away from people and pointed at walls etc.	Y	<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	Y	<input type="checkbox"/>	<input type="checkbox"/>
Arrangements for Boarding Schools During Pandemic				
Where pupils travel from abroad to attend a boarding school you will need to explain the rules to pupils and their parents before they travel to the UK		<input type="checkbox"/>	<input type="checkbox"/>	NA
Anyone who is not a British or Irish national, or who does not have the right to reside in the UK, who has travelled from or through a ' red list ' country in the previous 10 days, is not permitted to enter the UK and should be told not to travel	New guidance has been issued on the quarantine arrangements for boarding school students travelling to attend a boarding school in England who meet the UK entry requirements and have travelled from or through a 'red list' country in the previous 10 days	<input type="checkbox"/>	<input type="checkbox"/>	NA
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	Y	<input type="checkbox"/>	<input type="checkbox"/>
Pupils travelling from green list countries do not need to quarantine unless their COVID-19 test result is positive.		Y	<input type="checkbox"/>	<input type="checkbox"/>

Where pupils travel from red and amber list countries to attend boarding schools, the school needs to plan for their collection and transfer from their point of arrival and put in place suitable arrangements for their quarantine, which may be in the school's boarding accommodation.		<input type="checkbox"/>	<input type="checkbox"/>	NA
Boarding pupils can be in one group residentially and another during the school day		<input type="checkbox"/>	<input type="checkbox"/>	NA
It is accepted that boarding pupils will mix during sociable time		<input type="checkbox"/>	<input type="checkbox"/>	NA
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.	<input type="checkbox"/>	<input type="checkbox"/>	NA
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 children's social care settings guidance	<input type="checkbox"/>	<input type="checkbox"/>	NA
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	<input type="checkbox"/>	<input type="checkbox"/>	NA
School maintain safe staff ratios, particularly for those pupils or students whose needs mean that they are safer remaining in the setting than returning home	Settings should prioritise staffing towards the most vulnerable pupils and students	<input type="checkbox"/>	<input type="checkbox"/>	NA

Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment	Yes <input 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 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 type="checkbox"/>	
ACTION PLAN (insert additional rows if required)	To be actioned by		
Further control measures to reduce risks <i>so far as is reasonably practicable</i>	Name	Date	
State overall risk level assigned to the task AFTER implementation of control and action plan measures taken as a result of this risk assessment	High <input type="checkbox"/>	Med <input checked="" type="checkbox"/>	Low <input type="checkbox"/>
Is such a risk level deemed to be as low as reasonably practicable?	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 not, has this been escalated to the senior leadership team?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Assessor(s):	Chay Bell Academy Principal	Signature(s):	Chay Bell
Date:	17.5.21	Review Date:	21.6.21
Distribution:			
HIGH	Urgently review/add controls & monitor, notify H&S Team (if Likely or Highly Likely – stop work, seek competent advice)		
MEDIUM	Review/add controls (as far as reasonably practicable) & monitor		
LOW	Monitor control measures		

POTENTIAL OUTCOME		LIKELIHOOD		POTENTIAL OUTCOME					
Catastrophic	Fatal injury/permanent disability	Highly likely	More likely to occur	Catastrophic					
Major	RIDDOR reportable Specified Injury/Disease/Dangerous Occurrence	Likely	↓	Major					
Moderate	RIDDOR reportable over 7 day injury	Possible		Moderate					
Minor	Minor injury (requiring first aid)	Unlikely	Less likely to occur	Minor					
Insignificant	Minor injury	Remote		Insignificant					
					Remote	Unlikely	Possible	Likely	Highly Likely
				LIKELIHOOD					