

| Activity/<br>Situation  | <b>SUPPLEMENTARY RISK ASSESSMENT:<br/>OPENING OF SCHOOL DURING NATIONAL LOCKDOWN</b>   |   |  |   |  |
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| Location  | <b>Goldsborough Sicklinghall Federation</b><br>Please see main Risk Assessment in addition to this one. Some points may be repeated. <b>Red / Blue</b> Highlights – personalisation of points.   |   |  |   |  |
| 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>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> <li>✘ <b>Arrangements for Boarding Schools During Pandemic</b></li> </ul> |   |  |   |  |
| CONTROL MEASURES  | ADDITIONAL INFORMATION   | YES   | NO   | N/A   |  |
| <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>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><b>Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed</b></p>   |  |   |  |   |  |
| <p>It is expected that schools will have a trained DSL (or deputy) available on site. However, it is recognised that for some schools there may be operational challenges to this.</p> <p>Federation Protocols already in place for split site working – CPOMS now in use for all staff. Can be seen and actioned by DSL / SENCo at any time from either site.</p> <p>Headteacher available for safeguarding concerns at all times.</p> | <p>In such cases, there are two options to consider:</p> <ul style="list-style-type: none"> <li>• a trained DSL (or deputy) from the school can be available to be contacted via phone or online video, for example working from home</li> <li>• sharing trained DSLs (or deputies) with other schools (who should be available to be contacted via phone or online video)</li> </ul> <p>Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader should take responsibility for co-ordinating safeguarding on site.</p>   | <input checked="" type="checkbox"/>           | <input type="checkbox"/>                     | <input type="checkbox"/>                        |  |
| <p>Educational Visits must not take place at this time</p>  | <p>None re-booked following previous lockdown.</p>   | <input checked="" type="checkbox"/>           | <input type="checkbox"/>                     | <input type="checkbox"/>                        |  |
| <p>During the period of national lockdown, primary, secondary, alternative provision and special schools will remain open to vulnerable children and young people and the children of critical</p>  | <p>All other pupils should receive remote education.</p>   | <input checked="" type="checkbox"/>           | <input type="checkbox"/>                     | <input type="checkbox"/>                        |  |

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| workers only (recognising that the characteristics of the cohorts in special schools and alternative provision will mean these settings continue to offer face to face provision for all pupils, where appropriate)  | Communication from SENCo / HT with SEND / Vulnerable children re: in school learning. Structured home learning provided with TEAMS being used to fulfil SEN Offer whilst at home.  |                                     |                          |                          |
| Every school will have a different number of children of critical workers who need to attend. There is no limit to numbers of these pupils who may attend and school does not limit attendance of these groups.  | No limits however, regular communication with Key Workers re: guidance to 'keep children at home if they can.'   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where school has had to temporarily stop on-site provision on public health advice, the local authority has been informed to discuss alternative arrangements for vulnerable children and young people and work towards welcoming back pupils as soon as possible, where feasible to do so |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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   | <b>Details:</b><br>Each class operating within a class bubble. Limited numbers of staff crossing bubbles unless necessary for cover supervision.   | <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 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.<br><br>Close contact only within the bubble. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Whilst schools are attended by vulnerable children and the children of critical workers only, where possible schools should keep group sizes small   | Numbers within classes kept as small as possible. Though there is no limit, families and school working to reduce days / numbers where possible when numbers reach 15+ which was the previous level.   | <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, and the sharing of rooms and social spaces between groups as much as possible   | All children in their own space other than when eating in the hall and in toilets. Tables / chairs / toilets / handles etc. disinfected after use at lunch time between bubbles.   | <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  | Children do have space to spread out more than when there was a full class in. Children may not be able to distance but can be spaced out more.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Schools keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for wraparound care, transport etc.               |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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   | This is limited to a few members of staff as possible but may change with staff absence to ensure ratios and support is in place for each bubble.  | <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 | The use of face coverings in indoor areas outside the classroom may be needed because the school is in an area on the COVID Alert Level: high or very high or at the head teacher's discretion (see Inadequate Personal Protection section of this RA).<br><br>Teachers can choose to use visors and masks as necessary but should wear them as much as possible in communal areas. Mixing of staff in classrooms other than their own or in the staffroom with staff from multiple bubbles mixing is prohibited unless absolutely essential for safeguarding or essential tech support.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where possible adults maintain a 2 metre distance from each other, and from children  | Be mindful of how far 2m is and maintain that distance where working situations allow.   | <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   | - direct close contacts - face to face contact with an infected individual for <b>any length of time</b> , within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)<br><br>- 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<br><a href="#">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</a> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| 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"/> |
| Pupils are seated side by side and facing forwards, rather than face to face or side on   | Pupils in school can spread out with fewer children in school.  | <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  | Vulnerable and SEND pupils at home or in school receive interventions and support as usual.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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. <a href="#">Our guidance on supporting pupils at school with medical conditions</a> remains in place | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Unnecessary furniture has been moved out of classrooms to make more space   | Staff to review their classroom and audit it to see if anything can be removed.   | <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  |   | <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   | All classes in own bubble and stay in the classroom other than for P.E (usually outside) and lunch (in the hall). Library used for small group teaching for Class 4 / Cherry Blossom.   | <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  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Parents' drop-off and pick-up protocols planned to minimise adult to adult contact  | <a href="#">CYPS Bulletin – letter sent to parents 7.11.21</a>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| All parents/carers entering the school premises (and in other congested areas around school premises) wear a face covering in addition to social distancing   | This an extra safeguard to reduce the transmission of the virus. Please note that this does not apply to those who are medically exempt. <a href="#">letter sent to parents 7.11.21</a>   | <input checked="" type="checkbox"/> | <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  | <input checked="" type="checkbox"/> | <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  | <a href="#">letter sent to parents 7.11.21</a>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Parents and pupils are told their allocated drop off and collection times   |   | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |

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| and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use, <b>only one adult per family should enter school grounds to drop off or collect</b> )  |  |                                     |                          |                          |
| 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 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.<br>Staff must still have a break of a reasonable length during the day.<br><b>45 minute lunch break at least with additional refreshment breaks to be taken when 'offline' where it is possible for the TA can cover for up to 15 minutes.</b> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff meetings take place remotely where possible.<br>Where this is not possible staff meetings take place in a large well ventilated room ensuring 2 metres social distancing at all times   | Virtual staff meetings could take place where staff stay in their classrooms and join the meeting.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Schools should continue to offer wraparound provision, such as breakfast and after-school clubs, for those children eligible to attend school (i.e. children of critical workers and vulnerable children and young people)</b>   |  | <input checked="" type="checkbox"/> | <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  | <b>None in place currently.</b>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where it is not possible, or it is impractical to group children in the same bubbles as they are in during the school day, schools and external providers group children with others from outside their school day bubble (or from a different school, where children from multiple schools are attending provision) keep children in | <b>Children sit on a table of their own at ASC (GPS) and in a small consistent bubble (SCPS).</b>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| small, consistent groups with the same children each time   |  |                                     |                          |                          |
| School can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children, to advise on the protective measures providers should put in place for the duration of the national lockdown to ensure they are operating as safely as possible | <a href="#">Protective measures for holiday or after school clubs and other out of school settings for children during the covid-19-outbreak</a> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School may also continue to open up or hire out their premises for use by external wraparound childcare providers, such as after-school or holiday clubs, that offer provision to children of critical workers and/ or vulnerable children  | N/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  | Not always possible due to the location of school.   | <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"/> |
| <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   | All covered on original RA. Plans and procedures in place and rigorous cleaning in place.  | <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  |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Bins for tissues and other rubbish are emptied throughout the day   |  | <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   |  | <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  |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Outdoor playground equipment should be more frequently cleaned  | This would also apply to resources used inside and outside by wraparound care providers.<br><br>Each class has their own playtime box of equipment to reduce cross contamination between bubbles.   | <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   |   | <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 <b>group</b> ; 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 <b>groups</b> , 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 <b>groups</b> |   | <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) in to 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   | <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>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 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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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|   | reduce the risk in schools and further drive down transmission of coronavirus (COVID-19)   |                                     |                          |                          |
| The school recognises that if they have two or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where schools and colleges are carrying out their own testing regime, they make it clear to staff and pupils that a negative test result does not remove the risk of transmission.  | In some cases, someone who has tested negative may still have the undetected disease and be infectious. It is therefore essential that everyone continues to follow good hygiene and observe social distancing measures whether or not they have been tested   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Secondary schools participating in the rapid asymptomatic testing programme should follow the Mass asymptomatic testing: schools and colleges guidance for handling any positive tests as a result of that programme  | <a href="#">Asymptomatic testing in schools and colleges</a>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where consent is not given for a secondary-age pupil who has been a close contact of the positive case to participate in asymptomatic testing, the pupil must self-isolate  |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Clinically extremely vulnerable children and young people should not attend school or other educational settings, because the risk of exposure to the virus in the community is now very high   | <a href="#">New advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable</a>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Following the reintroduction of shielding, clinically extremely vulnerable staff are advised that they should not attend the workplace  | Clinically extremely vulnerable individuals are those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list). Staff who are identified as clinically extremely vulnerable should follow the published guidance | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Those living with someone who is clinically extremely vulnerable can still attend work where home-working is not possible   | People who live with those who are clinically vulnerable or clinically extremely vulnerable can attend the workplace but should ensure they maintain good prevention practice in the workplace and home settings   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Clinically vulnerable staff can continue to attend school where it is not possible to work from home  | While in school they should follow the specific measures to minimise the risks of transmission. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |






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|  | distancing. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. Adults should continue to take care to socially distance from other adults including older children and adolescents   |                                     |                          |                          |
| 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<br><a href="#">RCOG Q&amp;A covid19 virus infection and pregnancy</a><br><a href="#">Covid-19 advice for pregnant employees</a> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Supply staff and other temporary workers can move between schools, where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk and schools should ensure that all temporary staff have access to the information on the safety arrangements in place, and ensure that this is provided as soon as possible after the booking is confirmed | To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual  |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Volunteers may be used to support the work of the school, as would usually be the case   | Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible   | <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   | <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"/> |

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| home and advised to follow the guidance which sets out that they must self-isolate for at least 10 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-isolate for 10 days from when the symptomatic person first had symptoms  | If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms |                                     |                          |                          |
| 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"/> |
| 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 member of staff who has provided <b>close contact care</b> to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, <b>do not</b> need to go home to self-isolate unless: <ul style="list-style-type: none"> <li>the symptomatic person subsequently tests positive</li> <li>they develop symptoms themselves (in which case, they should arrange to have a test)</li> <li>they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated)</li> </ul> |  | <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  | Upon arriving at school, before and after lunch and playtimes and  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The area around the person with symptoms must be cleaned with  | <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| normal household disinfectant after they have left to reduce the risk of passing the infection on to other people   |  |                                     |                          |                          |
| <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. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit | The advice service (or PHE local health protection team if escalated) will provide definitive advice on who must be sent home. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School have received an initial supply of 10 home PCR ( <a href="#">polymerase chain reaction</a> ) test kits and information about how to order to replenish this supply when they are running out   | School should call the Test and Trace helpdesk on 119 if these have not arrived.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School determines how to prioritise the distribution of their <a href="#">PCR</a> test kits in order to minimise the impact of the virus on the education of their pupils.  | 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.<br>These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. In particular, these tests kits will also help ensure that symptomatic staff can also get a test and if they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19). Further information is provided in our guidance <a href="#">Coronavirus (COVID-19): test kits for schools and FE providers</a> . | <input checked="" type="checkbox"/> | <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   | <a href="#">Secondary schools participating in the rapid asymptomatic testing programme should refer to the asymptomatic testing in schools and colleges guidance to ensure contacts of the positive case are tested</a>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schools must ensure that staff members and parents/carers   | Household members of those contacts who are sent home do not   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| 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)  | need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms   |                                     |                          |                          |
| Where pupils who are self-isolating and are within the definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support  | School should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person | <input checked="" type="checkbox"/> | <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  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If someone with symptoms tests negative for coronavirus (COVID-19), then they need 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  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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   | This is because they could still develop coronavirus (COVID-19) within the remaining days   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If someone with symptoms 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 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 |   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| <p>Secondary schools participating in the rapid asymptomatic testing programme should refer to the <a href="#">asymptomatic testing in schools and colleges</a> guidance to ensure contacts of the positive case are tested. Primary schools and any secondary schools not participating in the rapid asymptomatic testing programme must follow the control measure below.</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 means:</p> <ul style="list-style-type: none"> <li>- direct close contacts - face to face contact with an infected individual <b>for any length of time</b>, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>- travelling in a small vehicle, like a car, with an infected person</li> </ul> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>School must take swift action when they become aware that someone who has attended has tested positive for coronavirus and must contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority</p>   | <p>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</p>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>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</p>   |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p><b>Inadequate Hand Washing/Personal Hygiene</b></p>   |  |                                     |                          |                          |
| <p>Staff/pupils/cleaners/contractors etc. will be reminded to clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating</p>  | <p>Ensure that staff have sufficient time to wash their hands regularly, as frequently as pupils.</p>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Hands are washed with liquid soap &amp; water for a minimum of 20 seconds</p>   | <p>When arriving in school, before and after playtime and lunch time and before leaving at the end of the day.</p>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>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</p>   | <p>Routine embedded using class sinks and pupil toilets.</p>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>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</p>  | <p>Skin friendly cleaning wipes can be used as an alternative.</p> <p>Hand gel must not be brought into school by children for this reason – if staff notice this, they should</p>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| <p>circumstances pupils should not be using alcohol based hand cleansers because of the risk of ingestion.</p>  | <p>contact parents immediately and remove it from communal areas e.g. bags.</p> <p>Adults in school should not leave hand gel out in school (other than by the external main door or in adult offices).</p>  |                                     |                          |                          |
| <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>   | <p>Staff to 'stock check' and keep their classroom supplies topped up. When running low, they must inform the administrator.</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>  | <p>All classes have a lidded bin.</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 currently not in use by pupils in Primary schools as the risks are considered to be lower 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> | <p>Some exceptions where a family member is clinically extremely vulnerable once agreed with the headteacher.</p>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Adults (staff and visitors) in primary schools and in secondary schools DO wear face coverings in areas outside of the classroom</p>   | <p>Some individuals are exempt from wearing <u>face coverings</u>. This applies to those who:</p> <ul style="list-style-type: none"> <li>- cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability</li> <li>- speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate</li> </ul>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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|  | The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.   |                                     |                          |                          |
| Face visors or shields are not routinely worn as an alternative to face coverings but can be worn along with a face covering   | 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. Staff may still choose to wear a visor but are aware of the above. Masks can be worn when not teaching and when not directly communication with children. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| It is not necessary to wear face coverings in the classroom, where protective measures already mean the risks are lower, and where they could inhibit learning   | Masks can be worn if staff feel more comfortable, though they won't be able to be worn while teaching.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In such circumstances as face coverings are allowed to be worn in school they must be worn correctly   | Staff responsibility to read the guidance and ensure that they are wearing / removing / storing face coverings properly to not increase the risk of transmission. Information on full RA.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Clear instructions are provided to staff and pupils on how to put on, remove, store and dispose of face coverings, to avoid inadvertently increasing the risks of transmission   | Other RA. Staff advised to discuss with pupils and parents if wearing face covering.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use   |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where a face covering becomes damp, it should not be worn and the face covering should be replaced   |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, the school has taken steps to have a small contingency supply available to meet such needs |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School has a procedure for removing face coverings when those who use them arrive at school, and when to wear face coverings at school in certain circumstances  | This procedure should be communicated clearly to pupils and staff  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PPE will need to be worn by a member of staff if a pupil becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face  | <a href="#">safe working in education, childcare and children's social care</a>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| 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 |  |                                     |                          |                          |
| <b>Visitors, Contractors &amp; Spread of Coronavirus</b>   |  |                                     |                          |                          |
| All visitors and contractors must make pre-arranged appointments or they will not be allowed on site   |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School ensures site guidance on physical distancing and hygiene is explained to visitors and contractors on or before arrival  |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where visits can happen outside of school hours, they are arranged as such   |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Contractors to attend by agreement only after school have satisfied themselves that it is necessary for the visit to take place at that time and that all required controls are in place to allow the work to continue safely  | Schools should have discussions with key contractors about the school's control measures and ways of working   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Contractors to provide updated risk assessment prior to visit which includes their own controls round infection spread prevention  | Times of visits may need to be adapted to take in to account the ability to maintain appropriate social distancing measures and availability of resources to effectively clean following the visits              | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where schools are satisfied that it would be safe to do so, they may choose to open up or hire out their premises for use by external bodies or organisations, such as external coaches or after-school or holiday clubs or activities   | In doing so, schools should ensure they are considering carefully how such arrangements can operate within their wider protective measures and should also have regard to any other relevant government guidance | <input checked="" type="checkbox"/> | <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.  |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |




## Inadequate Ventilation

|  |  |                                     |                          |                          |
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| Occupied spaces must always be well ventilated and a comfortable teaching environment maintained   | <p>This can be achieved by a variety of measures including:</p> <p><b>mechanical ventilation systems</b><br/>– 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)</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ventilate spaces with outdoor air  | <b>Natural ventilation</b> – if necessary external opening doors may also be used provided this doesn't compromise safeguarding measures   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where possible, occupied room windows should be open   |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Keep toilet ventilation in operation as much as possible while building is occupied  |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Switch air handling units with recirculation to 100% outdoor air where this is not possible, systems are operated as normal                                    | Further advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a> and <a href="#">CIBSE coronavirus (COVID-19) advice</a> .  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and assist with creating a throughput of air | <b>Fire doors must not be propped open unless they have a self-closing hold open device fitted</b>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>In cold weather where the school heating system is activated, windows are open to provide trickle ventilation rather than being fully open</b>              | <b>natural ventilation</b> – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space)  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Consideration given to opening high level windows in preference to low level to reduce draughts  |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Consideration given to only opening every other window instead of all windows when the heating is activated  |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The school offers flexibility to allow additional, suitable indoor clothing  | For more information see <a href="#">School uniform</a>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Furniture rearranged where possible to avoid direct drafts   |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Heating should be used as necessary to ensure comfort levels are   |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|   |                          |   |  |                                     |
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| maintained particularly in occupied spaces  |                          |   |  |                                     |
| When heating is activated and windows are on trickle vent, consideration is given to employing desk fans to move any stagnant pockets of air            |                          | Desk fans are pointed away from people and pointed at walls etc.              | <input checked="" type="checkbox"/>            | <input type="checkbox"/>            |
| If school needs to use additional heaters they only use sealed, oil filled electric heaters   |                          | Electric fan heaters used sparingly due to increased fire and electrical risk | <input checked="" type="checkbox"/>            | <input type="checkbox"/>            |
| Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment                          |                          | <b>Yes</b><br><input type="checkbox"/>  | <b>No</b> <input type="checkbox"/>             |                                     |
| What is the level of risk for this activity/situation with existing control measures  |                          | <b>High</b> <input checked="" type="checkbox"/>                               | <b>Med</b> <input type="checkbox"/>            | <b>Low</b> <input type="checkbox"/> |
| Is the risk adequately controlled with existing control measures  |                          | <b>Yes</b><br><input type="checkbox"/>  | <b>No</b> <input type="checkbox"/>             |                                     |
| Have you identified any further control measures needed to control the risk and recorded them in the action plan  |                          | <b>Yes</b><br><input type="checkbox"/>  | <b>No</b> <input 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 |                          | <b>High</b> <input type="checkbox"/>  | <b>Med</b> <input checked="" type="checkbox"/> | <b>Low</b> <input type="checkbox"/> |
| Is such a risk level deemed to be as low as reasonably practical?   |                          | <b>Yes</b><br><input checked="" type="checkbox"/>                             | <b>No</b> <input type="checkbox"/>             |                                     |
| Is activity still acceptable with this level of risk?   |                          | <b>Yes</b><br><input checked="" type="checkbox"/>                             | <b>No</b> <input type="checkbox"/>             |                                     |
| If no, has this been escalated to senior leadership team?   |                          | <b>Yes</b><br><input type="checkbox"/>  | <b>No</b> <input type="checkbox"/>             |                                     |
| <b>Assessor(s):</b>   | Z Pickard<br>Headteacher | <b>Signature(s):</b>  | Z. Pickard                                     |                                     |
| <b>Date:</b>  | 13.1.21                  | <b>Review Date:</b>   | When next guidance is released.                |                                     |
| <b>Distribution: All Staff + Website.</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 |   | 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      |   | Minor                |               |          |          |        |               |
| Insignificant     | Minor injury  | Remote        |   | Less likely to occur | Insignificant |          |          |        |               |
|                   |   |               |   |                      | Remote        | Unlikely | Possible | Likely | Highly Likely |

**LIKELIHOOD**