

<b>School/Academy:</b>	The Milford Academy	<b>Date of assessment</b>	Updated 28.02.22	
<b>Who might be harmed?</b>	Pupils, staff, visitors and contractors	<b>How many are affected?</b>	Whole School	
<b>National COVID-19 Status:</b>	<b>February 24<sup>th</sup> 2022 – Removal of remaining domestic restrictions in England</b>			
<b>Reference Documents:</b>	<a href="#">DfE: Schools coronavirus (COVID-19) operational guidance</a> <a href="#">DfE: Contingency framework: education and childcare settings</a>			
<b>Date</b>	<b>Summary of school position</b> (include numbers of staff working from home / shielding, bubble sizes)			
18/01/21	Currently we have a maximum of 145 pupils attending on-site each day – this represents around 30% of all pupils. All other pupils are accessing remote learning from home using Seesaw platform primarily. Children on site are being taught in year group bubbles that range in size from 15-20. Nursery / MESU has been opened to all who wish to attend – around 75% of children in this bubble are attending.			
04/03/21	All pupils are due to return to school from 08/03/21. All staff, unless instructed to officially shield will also be on work for their working hours.			
01/09/21	All pupils returned, school has removed use of bubbles and is following guidance in line with the above referenced government documents / guidelines.			
04/01/22	School has returned for Spring term fully open but with very high rates of COVID-19 present nationally and locally.			
<b>Hazard Aspect</b>	<b>Possible control measures</b>	✓ if in place ✗ if not or n/a	<b>Where:</b> ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	<b>Residual Risk rating</b> High, medium, low
<b>“Post-covid” Measures</b>				
Note: From 1 April, the Government will remove the health and safety requirement for every employer to explicitly consider COVID-19 in their risk assessments.	<ul style="list-style-type: none"> <li>The school has started to consider and plan which measures and changes that will continue to be in place either in the short term or long term after the Government withdraws all COVID-19 specific guidance.</li> </ul> These measures may either have other infection control benefits (e.g. hand washing regime to reduce potential norovirus outbreaks) or other benefits to the efficient running of the school.	✓		

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<b>Communication</b>				
Staff	<ul style="list-style-type: none"> <li>This completed risk assessment is shared with staff. Signatures are obtained.</li> </ul>	✓	All staff to sign by 18/03/22	LOW
	<ul style="list-style-type: none"> <li>Staff are encouraged to give regular feedback on the effectiveness of these control measures and share suggestions.</li> </ul>	✓	Senior Leader available on site each day	
Parents/carers, pupils and visitors	<ul style="list-style-type: none"> <li>Parents and carers are informed about the recent changes to government advice and any school rules and procedures.</li> </ul>	✓	Signs in place, regular updates comms with parents, staff and pupils	LOW
	<ul style="list-style-type: none"> <li>The school's coronavirus safety principles are communicated to visitors such as contractors, other non-school based services, external coaches, clubs and organisations for curricular and extra-curricular activities prior to any proposed visit.</li> </ul>	✓	Information sent out as required	
Employer	<ul style="list-style-type: none"> <li>The completed risk assessment (v.7) is shared with the Governing Body and employer.</li> </ul>	✓	To be sent to Chair by 18/03/22	LOW
Trade Unions	<ul style="list-style-type: none"> <li>The completed (v.7) risk assessment is shared with the recognised Trade Unions following sharing with the school's Governing Body. (Do not include names where any personal details are recorded).</li> </ul>	✓	Shared with all TU as necessary – supported by D.T.	LOW
<b>Contracting / transmitting Covid-19</b>				
Preventing symptomatic persons attending school	<ul style="list-style-type: none"> <li>Pupils, parents / carers and any visitors, such as suppliers, are informed not to enter the school if they are displaying any symptoms of coronavirus:                             <ul style="list-style-type: none"> <li>a new, continuous cough</li> <li>or a high temperature</li> <li>or has a loss of, or change in, their normal sense of taste or smell (anosmia)</li> </ul> </li> </ul> <p>Note: Although there are other symptoms associated with the Omicron variant, these three symptoms are still only used in determining whether someone must stay away from school.</p> <p><a href="#">PHE Campaign posters are available here.</a></p>	✓	Health protocols to be resent to all parents/carers	LOW

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	<ul style="list-style-type: none"> <li>The school informs parents that if their child has symptoms, they must arrange for a PCR test and report the result to the school. The pupil must stay away from school for 10 days.</li> <li>Only a negative PCR test taken within two days will allow the pupil to attend school. The results of any lateral flow tests are irrelevant until days 5 and 6, when they may return early with two negative tests taken 24 hours apart and no high temperature (this applies whether or not a PCR test in response to the original symptoms).</li> </ul>	✓	Information shared with all families.	
	<ul style="list-style-type: none"> <li>For noting: In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus.</li> </ul>	✓	Reminder to parents/carers about not sending children with Covid-19 symptoms.  Temperature testing available at school. Evidence of test results to be seen when returning.	
	<ul style="list-style-type: none"> <li>Schools may continue to ask parents and other visitors to take a lateral flow device (LFD) test before entering the school.</li> </ul>	✓	In place	
Outbreak management	<p><b>See latest action plan for complete details</b></p> <ul style="list-style-type: none"> <li>The following thresholds, detailed below, are used as an indication for when to seek public health advice if they are concerned:                             <ul style="list-style-type: none"> <li>a higher than previously experienced and/or rapidly increasing number of staff or pupil absences due to COVID-19 infection</li> <li>evidence of severe disease due to COVID-19, for example if a pupil, student, child or staff member is admitted to hospital due to COVID-19</li> <li>a cluster of cases where there are concerns about the health needs of vulnerable staff or students within the affected group</li> </ul> </li> <li>In the event of the above, the school will:                             <ul style="list-style-type: none"> <li>contact the DfE who will escalate the issue to the local health protection team (UKHSA) where necessary and advise if any additional action is required, such as implementing elements of an outbreak management plan. DfE helpline ☎ 0800 046 8687 /</li> </ul> </li> </ul>	✓	In place	LOW

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	select option 1. ○ immediately consider: <ul style="list-style-type: none"> <li>– whether any (additional) activities could take place outdoors, including exercise, assemblies or classes</li> <li>– ways to improve ventilation indoors, where this would not significantly impact thermal comfort</li> <li>– one-off enhanced cleaning focussing on touch points and any shared equipment</li> <li>– limiting non-essential visitors</li> <li>– asking staff to undertake routine LFD tests</li> </ul>			
	<ul style="list-style-type: none"> <li>• School management are familiar with the DfE's <a href="#">contingency framework</a> It describes the principles of managing local outbreaks of COVID-19 (including responding to variants of concern) in schools. Local authorities, directors of public health (DsPH) and UKHSA health protection teams (HPTs) can recommend measures described in the contingency framework in individual schools – or a small cluster of settings – as part of their outbreak management responsibilities.</li> </ul>	✓	HT aware	
	<ul style="list-style-type: none"> <li>• The school's outbreak management plan considers the measures that may be necessary in school at the request of the organisations above.                             <ul style="list-style-type: none"> <li>○ Attendance restrictions: If some attendance restrictions are needed, all vulnerable children, children of critical workers, children in reception, year 1 and year 2 should still be allowed to attend. If, by exception, attendance is restricted further, vulnerable children and children of critical workers should still be allowed to attend.</li> <li>○ Reintroduction 'bubbles' for a temporary period, to reduce mixing between groups.</li> <li>○ Reintroduction of mandatory face coverings to be worn in communal areas by adults (unless exempt)</li> <li>○ Reintroduction of shielding (following a ministerial decision).</li> <li>○ Changes to:                                     <ul style="list-style-type: none"> <li>– Residential educational visits</li> </ul> </li> </ul> </li> </ul>	✓	HT aware	

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	<ul style="list-style-type: none"> <li>Open days</li> <li>Transition or taster days</li> <li>Parental attendance in settings</li> <li>Performances in settings</li> </ul>			
Individuals not accessing the vaccination programme	<ul style="list-style-type: none"> <li>Staff, parents, eligible pupils and other eligible individuals in households and are encouraged to access the vaccination programme. Posters are available here: <a href="https://coronavirusresources.phe.gov.uk/covid-19-vaccine/resources/">https://coronavirusresources.phe.gov.uk/covid-19-vaccine/resources/</a></li> </ul>	✓	Information shared with all families	LOW
	<ul style="list-style-type: none"> <li>The school has compiled a list of staff with their vaccination status according to <a href="#">ICO data protection requirements</a>. This may be recorded as: both doses and booster / both doses / single dose / neither dose / prefer not to say. This information may be used to identify <a href="#">individuals who may be at higher risk</a>.</li> </ul>	✓	To be completed by 21/01/22	
Preventing persons who are at a higher risk of carrying the virus attending school	<ul style="list-style-type: none"> <li><b>Staff</b> are made aware of the current quarantine restrictions in their holiday arrangements if they visit countries outside the Common Travel Area (i.e. UK, the Crown Dependencies (Bailiwick of Jersey, Bailiwick of Guernsey and the Isle of Man) and Ireland), noting that quarantine may affect their ability to be available to return to the workplace and that country's status is subject to change at short notice.</li> </ul>	✓	Shared with staff on regular basis / when updates received.	LOW
	<ul style="list-style-type: none"> <li><b>Parents and carers</b> are made aware of the current quarantine restrictions if they return from countries outside the Common Travel Area (i.e. UK, the Crown Dependencies (Bailiwick of Jersey, Bailiwick of Guernsey and the Isle of Man) and Ireland), noting that quarantine may affect their ability to comply with statutory attendance and that country's status is subject to change at short notice.</li> </ul>	✓	As above	
	<ul style="list-style-type: none"> <li>Reference: <ul style="list-style-type: none"> <li><a href="https://www.gov.uk/guidance/travel-to-england-from-another-country-during-coronavirus-covid-19">https://www.gov.uk/guidance/travel-to-england-from-another-country-during-coronavirus-covid-19</a></li> </ul> </li> </ul>	✓	School office to maintain a log of all such visits	

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	<ul style="list-style-type: none"> <li>Any member of staff has stayed overnight in the household of, someone who has COVID-19, are advised to:                             <ul style="list-style-type: none"> <li>minimise contact with the person who has COVID-19</li> <li>work from home if they are able to do so</li> <li>avoid contact with anyone you know who is at higher risk of becoming severely unwell if they are infected with COVID-19, especially those with a severely weakened immune system.</li> </ul> </li> </ul>			
Reducing the number of persons on site	<ul style="list-style-type: none"> <li>Management may continue to allow office staff and others who can work from home, to do so where they can work effectively and there is no detriment to the school.</li> </ul>	✓	HT to discuss with Business Manager by 14/01/22	LOW
	<ul style="list-style-type: none"> <li>The school remains in dialogue with any proposed education professionals and contractors to explore whether they can undertake their work virtually where it is not detrimental to the process and outcome.</li> </ul>	✓	In place	
	<ul style="list-style-type: none"> <li>The school may continue to encourage conversations with parent/carers are held on the telephone wherever possible. Face to face meetings may be held if necessary.</li> </ul>	✓	Staff aware	
	<ul style="list-style-type: none"> <li>Meetings are held virtually rather than physically where there is no detrimental effect.</li> </ul>	✓	In place	
Performances	<ul style="list-style-type: none"> <li>The school will complete a risk assessment for any performance, taking into account the latest advice in the <a href="#">working safely during COVID-19 in the performing arts guidance</a>, which provides details of how to manage audiences as well as carry out performing arts safely. If planning an outdoor performance, the school also gives particular consideration to the <a href="#">guidance on delivering outdoor events</a>.</li> </ul>	✓	Staff aware of this requirement	LOW
Persons at higher risk of becoming seriously ill  * As at 14th December 2021, in this context,	<ul style="list-style-type: none"> <li><b>Higher Risk to Covid-19* Staff</b> <ul style="list-style-type: none"> <li>Risk assessments have been completed for all higher risk to covid staff who have been fully vaccinated.</li> <li>All CEV staff who have <b>not</b> been fully vaccinated* and those where the vaccination has limited effect should act on their</li> </ul> </li> </ul>	✓	RA completed as required for staff in this category – by 21/03/22	LOW

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fully vaccinated means 2 vaccinations and 14 days have passed since your final dose of a COVID-19 vaccine.	<p>advice from their medical practitioner and must be separated to unvaccinated persons (e.g. pupils) whilst in school.</p> <p>* Note: The DfE and wider Government in their guidance now refer to: "People previously considered clinically extremely vulnerable from COVID-19" and that "In some circumstances, staff may have received personal advice from their specialist or clinician on additional precautions to take and they should continue to follow that advice. Whilst individual risk assessments are not required, employers are expected to discuss any concerns that people previously considered CEV may have."</p> <p><b>The Schools Health and Safety Team maintain that individual risk assessments must still be completed and reviewed as necessary. <a href="#">See also.</a></b></p>			
	<ul style="list-style-type: none"> <li>In some circumstances <b>pupils previously considered Clinically Extremely Vulnerable</b> may have received personal advice from their specialist or clinician on additional precautions to take. The school continues to follow that advice. <a href="#">See also.</a></li> </ul>	✓	In place	
	<ul style="list-style-type: none"> <li>The following measures are in place for <b>pregnant members of staff</b>: <ul style="list-style-type: none"> <li>Risk Assessment (Part 1) has been completed for all fully vaccinated pregnant members of staff up to 26 weeks.</li> <li>Risk assessment (Part 2) has been completed for pregnant members of staff over 26 weeks who have been fully vaccinated and non-fully vaccinated under 26 weeks.</li> <li>Pregnant staff over 26 weeks who have <b>not</b> been fully vaccinated should act on their advice from their medical practitioner and must be separated to unvaccinated persons (e.g. pupils) whilst in school.</li> </ul> </li> </ul>	✓	In place	
School Visits	<ul style="list-style-type: none"> <li><b>All visits</b></li> </ul> <p>When considering booking a new visit, whether domestic or international they have adequate financial protection in place.</p> <p>Full and thorough risk assessments are undertaken in relation to all educational visits and ensure that any public health advice, such as</p>	✓	Visits planned in line with guidance and dates	LOW
		✓	All trips to have completed RA	



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	<p>hygiene and ventilation requirements, is included as part of that risk assessment. General guidance about educational visits is available and is supported by specialist advice from the Outdoor Education Advisory Panel (OEAP).</p> <ul style="list-style-type: none"> <li> <b>International visits</b>                      The school is aware that the travel list (and broader international travel policy) is subject to change and green list countries may be moved into amber or red. The travel lists may change during a visit and you must comply with international travel legislation and should have contingency plans in place to account for these changes.                       The school speaks to either your visit provider, commercial insurance company, or the Risk Protection Arrangement (RPA) to assess the protection available. Independent advice on insurance cover and options can be sought from the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI). Any school holding ATOL or ABTA refund credit notes may use these credit notes to rebook educational or international visits.                       The school refers to the <a href="#">Foreign, Commonwealth and Development Office travel advice</a>.                 </li> </ul>		N/A	
Undertaking CPR / and First Aid	<ul style="list-style-type: none"> <li>The following information has been shared with school first aiders: <a href="#">Resuscitation Council UK Statement on COVID-19 in relation to CPR and resuscitation in first aid and community settings</a> <a href="http://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm">www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm</a>  The school has purchased devices such as CPR facemask / resuscitation shields.</li> </ul>	✓	Shared with all 1 <sup>st</sup> aid staff in school.	LOW
Persons becoming symptomatic whilst in school	<ul style="list-style-type: none"> <li>If anyone in the school becomes unwell with:                             <ul style="list-style-type: none"> <li>a new, continuous cough</li> <li>or a high temperature</li> <li>or has a loss of, or change in, their normal sense of taste or smell (anosmia)</li> </ul> </li> <li>they must: be sent home and advised to follow "COVID-19: people</li> </ul>	✓	All staff and school leaders aware of this procedure	LOW



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	<p><a href="#">with COVID-19 and their contacts</a>"</p> <ul style="list-style-type: none"> <li>PPE is available in the event that someone becomes symptomatic on site and if a distance of 2 metres cannot be maintained: <ul style="list-style-type: none"> <li>a <b>face mask</b></li> <li><b>disposable gloves</b> and an <b>apron</b> if contact is necessary</li> <li><b>eye protection</b> if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting.</li> </ul> </li> <li>If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.</li> </ul> <p>Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p>	✓	In place	
	<ul style="list-style-type: none"> <li>If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.</li> </ul> <p>Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p>	✓	In place	
Managing positive cases	<ul style="list-style-type: none"> <li>The school understands the purpose of the school's own PCR home test kits, has decided who makes the decision to offer the kit when they have a stock and by what criteria.</li> </ul> <p>The school provides these PCR test kits to <b>symptomatic</b> individuals who are struggling to access a test.</p>	✓	Senior staff aware	LOW
Routine Lateral Flow Testing (LFT) – Staff	<ul style="list-style-type: none"> <li>School management have decided whether or not to continue encouraging staff to complete routine LFT testing.</li> </ul>	✓	Staff provided with one box of tests at a time whilst stock is available / free to schools.	
From 21 February, staff, and pupils in mainstream secondary schools will not be expected to continue taking part in regular asymptomatic testing.	<ul style="list-style-type: none"> <li>School staff have been appointed a "COVID-19 Coordinator" who will be responsible for: <ul style="list-style-type: none"> <li>communicating with stakeholders</li> <li>ensuring staff are using the right instructions and that they sign for the test kits using the 'test kit log'</li> <li>reporting incidents and carry out risk management</li> <li>storing and reporting any required data</li> <li>reordering tests when required</li> </ul> </li> </ul>	✓	<p>Head Teacher and Business Manager are in roles of COVID-19 co-ordinators</p> <p>All resources have been read and shared with staff. Webinars run by DfE attended by both co-ordinators</p>	LOW

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	They have read and understood the resources from the Primary portal.			
	<ul style="list-style-type: none"> <li>The school has provided information to staff about the purpose and the process of the lateral flow testing including the recording of results. (See step 5 and model letter from the Govt. resources.)</li> </ul>	✓	Detailed information booklet provided to all staff	
	<ul style="list-style-type: none"> <li>Persons are identified who wish to take part. This will include directly employed staff and non-directly employed peripatetic, catering and cleaning colleagues. Participants may join or leave the arrangement at any time.</li> </ul> <p>The two test days have been decided (3-4 days apart). (It is recommended that one of these test days is Monday.)</p>	✓	Test days :Monday and Thursday weekly	
	<ul style="list-style-type: none"> <li>Staff are reminded that:                             <ul style="list-style-type: none"> <li>A negative LFT does not eliminate the possibility of an infection. In particular it will not detect individuals who are recovering from having had the virus.</li> <li>A negative LFT does not allow the individual to pause compliance with covid rules within school, and social distancing and good hand hygiene outside the workplace.</li> <li>The testing programme does not replace current (PCR) testing policy for those with symptoms.</li> </ul> </li> </ul>	✓	Staff made aware of all of the information relating to outcomes of LFTs	
	<ul style="list-style-type: none"> <li>Appropriate action is taken in the event of:                             <ul style="list-style-type: none"> <li>A negative test result</li> <li>Two void test results</li> <li>A positive test result:                                     <ul style="list-style-type: none"> <li>Asymptomatic: Follow self-isolation requirements</li> <li>Symptomatic (one or more of the three symptoms): stay away from school. Follow <a href="#">this guidance</a>. Obtain a confirmatory PCR test.</li> </ul> </li> </ul> </li> </ul>	✓	All results are logged by staff as required by the guidance and appropriate action taken in the instance of a positive or two void tests – staff member isolates and books PCR test if appropriate to do so.	
	<ul style="list-style-type: none"> <li>Necessary records of testing are kept.</li> </ul>		As above	
Hygiene – General	<ul style="list-style-type: none"> <li>Correct handwashing and good hygiene are followed by staff, pupils, visitors and contractors. Pupils wash their hands at the</li> </ul>	✓	Protocols to continue	LOW

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	<p>designated times during the day and after certain activities:</p> <ul style="list-style-type: none"> <li>○ On arrival at school</li> <li>○ After breaks and sport activities</li> <li>○ Early Years: after using wheeled bikes, trikes and other large, movable toys</li> <li>○ Before cooking and eating</li> <li>○ After sneezing or coughing</li> <li>○ After using the toilet</li> <li>○ Before leaving home</li> </ul> <p>Note: Electric hand dryers may be used in schools</p>			
	<ul style="list-style-type: none"> <li>• A process is in place for removing face coverings from pupils who use them when they arrive at school. Pupils are instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</li> </ul>	✓	Senior schools leaders to carry out removal of face coverings if required	LOW
	<ul style="list-style-type: none"> <li>• Adequate soap / hand sanitizer and tissues are available for pupils and staff throughout the school and for visitors arriving at main reception. Soap and water is the preferred choice; hand sanitizer is used when the use of soap and water is not practical.</li> </ul> <p>Identified children are supervised with their use of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes are used as an alternative.</p>	✓	Checked regularly to ensure supplies do not run out – staff to inform Facilities Manager when supplies are low	LOW
	<ul style="list-style-type: none"> <li>• The best choice of bins for used tissues is a lidded bin with a pedal as you will not need to physically touch the bin lid and the tissues will be safely stored.</li> </ul> <p>Lidded swing top type bins will require the person disposing of the tissue to touch the lid, potentially contaminating it. Although that person disposing the tissue should wash their hands afterwards, the</p>	✓	Lidded bins in every classroom	LOW

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	<p>next person to use the bin who is disposing general waste may not wash their hands afterwards and potentially contaminate their hands. Therefore if these are used then they should be only for the disposal of tissues and labelled as such perhaps with a reminder to wash their hands afterwards.</p> <p>Bins without lids shouldn't be used for tissues but can be used for general waste and/or paper towels used to dry hands after washing them.</p> <p>Site staff / cleaners wash their hands after emptying the bins.</p>			LOW
	<ul style="list-style-type: none"> <li>Sufficient ongoing cleaning (for example, twice a day) is undertaken in areas occupied by staff and pupils.</li> </ul> <p>A list of touch points and surfaces that will receive regular cleaning has been created. These will include door handles, WC flush handles, WC vanity surfaces, taps, push plates, dining tables, door and gate entry systems, photocopier control panels, banisters, chairs, light switches.</p> <p>Frequently touched surfaces and touch points are cleaned using sanitizing chemicals.</p> <p>The frequency of necessary cleaning has been identified. More frequent cleaning is required of rooms / shared areas that are used by different groups.</p>	✓	<p>Cleaning protocols and rotas discussed with site manager – additional cleaning is taking place throughout the day across school where necessary.</p> <p>Touch points around school cleaned regularly</p> <p>Cleaning rota shared with all staff / weekly deep clean to take place in all classrooms</p>	
Hygiene – Classrooms	<ul style="list-style-type: none"> <li>The contents of the classrooms and their ease of cleaning is considered.</li> </ul>	✓	Staff aware of protocols for cleaning items / classrooms areas	LOW
	<ul style="list-style-type: none"> <li>Teaching staff may wish to continue to clean articles or areas within the classroom during the school day e.g. books after being touched by pupils, touch points within their class, e.g. in the event a pupil has dropped a used tissue on a table:</li> </ul> <p>It is safest that teaching staff use sanitising wipes for this purpose. If other cleaning chemicals are used then additional COSHH risk assessments, training and PPE may be required. These chemicals should be purchased in the dilution ready for use, kept in the original bottles and stored securely within the classroom.</p>	✓	Staff aware	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
PPE ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>Adequate necessary Personal Protective Equipment (PPE) is available for cleaning tasks, personal care, first aid and certain medical procedures.</li> </ul>	✓	In place	LOW
	<ul style="list-style-type: none"> <li>Training and instruction have been provided for the putting on, removing and disposal of PPE.</li> </ul>	✓	Training provided to staff  Following government guidance is shared with staff and followed:  <a href="https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures">https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</a>	
	<ul style="list-style-type: none"> <li>Risk assessments in place for medical procedures have been reviewed in light of the pandemic (contact the medical professional who created or assisted with the creation of the risk assessment) and in particular noting whether any additional PPE is necessary.</li> </ul>	✓	Reviewed	
	<ul style="list-style-type: none"> <li>Aerosol generating procedures (AGPs): Within education settings these are only undertaken for a very small number of children with complex medical needs, such as those receiving tracheostomy care. Staff performing AGPs in these settings follow Public Health England's personal protective equipment (PPE) guidance on aerosol generating procedures, and wear the correct PPE which is:               <ul style="list-style-type: none"> <li>a FFP2/3 respirator</li> <li>gloves</li> <li>a long-sleeved fluid repellent gown</li> <li>eye protection</li> </ul> </li> </ul>	N/A		
Face coverings in school  From 27 <sup>th</sup> January 2022 and until further notice, face coverings are no longer	<ul style="list-style-type: none"> <li>Face coverings <b>may</b> be worn in school by:               <ul style="list-style-type: none"> <li>Staff as a personal preference <b>outside the classroom</b> where they are not a barrier to communication and proper hand hygiene is observed and they are disposed / cleaned on a regular basis. (Alternatively, school management may choose to <i>encourage</i> staff to wear them).</li> <li>Visitors in communal areas and in classrooms where they are</li> </ul> </li> </ul>	✓	Staff aware and visitors given this information in advance or on arrival at school.	LOW

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recommended for use in schools.	not a barrier to any communication with pupils (if applicable) (School management may decide this is a mandatory requirement or simply encourage visitors to do this) Medical exemptions apply.			
	<ul style="list-style-type: none"> <li>Staff will now have access to face coverings due to their increasing use in wider society. Where staff or visitors are 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, a small contingency supply available to meet such needs.</li> </ul>		Supply in office	
Reducing number of touchpoints	<ul style="list-style-type: none"> <li>Touchpoints are reduced by propping open non-fire doors. Fire doors can only be held open throughout the school day with dedicated automatic closing devices.</li> </ul>	✓	Touchpoints are routinely cleaned on a daily basis  Staff and pupils reminded to reduce the number of contacts they make with touchpoints and regular handwashing when moving from one part of school to another	LOW
	<ul style="list-style-type: none"> <li>Where touch screen signing in systems are used they are included within the touchpoint cleaning schedule.</li> </ul>	✓	Staff able to use their cards to sign in and sanitizer station positioned next to signing in system – staff required to sanitize before and after signing in.	
Parents and pupils travelling to school	<ul style="list-style-type: none"> <li>Families using public transport are referred to the safer travel guidance for passengers: <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a></li> </ul>	✓	Shared with families	LOW
Organising the school day	<ul style="list-style-type: none"> <li>Drop-off and collection times may continue to be staggered but these should not reduce the amount of overall teaching time. Specific arrangements are determined where parents/carers have children in different year groups. The views of parents/carers is taken into consideration.</li> </ul>	✓	08:45 – 09:00am – morning drop off window  3:15pm – end of day	LOW
	<ul style="list-style-type: none"> <li>Parents/carers' drop-off and pick-up protocols that minimise adult to adult contact are in place. Parents/carers are instructed not to congregate in groups on, or directly outside the school premises.</li> </ul>	✓	Information shared with all families	
	<ul style="list-style-type: none"> <li>The school has carefully considered the impact of any routine use</li> </ul>	✓	Senior leaders aware	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<p>of “bubbles” where the outbreak threshold <b>has not</b> been met, taking account of the detrimental impact they can have on the delivery of education.</p> <p>(Note: DfE guidance states for non-outbreak situations, “‘bubbles’ will not need to be used in schools. As well as enabling flexibility in curriculum delivery, this means that assemblies can resume and you no longer need to make alternative arrangements to avoid mixing at lunch.”)</p>			
Foyer / Reception	<ul style="list-style-type: none"> <li>Existing reception screens are kept in the closed position wherever possible.</li> </ul>	✓	Adult entrance to school kept to minimum and monitored by office staff	LOW
Meeting rooms	<ul style="list-style-type: none"> <li>Remote working tools (Teams, Zoom, Meet) are used to avoid in-person meetings if practical.</li> </ul>	✓	Staff aware and protocols in place	LOW
	<ul style="list-style-type: none"> <li>Hand sanitiser is provided in meeting rooms.</li> </ul>	✓		
	<ul style="list-style-type: none"> <li>Meetings are held outdoors or in well-ventilated rooms whenever possible.</li> </ul>	✓		
Curriculum: School Sport	<ul style="list-style-type: none"> <li>The school may work with external coaches, clubs and organisations for curricular and extra-curricular activities where satisfactory risk assessments have been received.</li> </ul>	✓	RAs carried out in such situations	LOW
	<ul style="list-style-type: none"> <li>Outdoor sports are prioritised where possible, and large indoor spaces used where it is not.</li> </ul> <p>The school only provides team sports on the list available at <a href="#">return to recreational team sport framework</a>.</p>	✓	In place	
	<ul style="list-style-type: none"> <li>Scrupulous attention is paid towards cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise.</li> </ul> <p>Sports equipment is thoroughly cleaned at regular intervals (or kept in quarantine for 72 hours)</p>	✓	In place	
	<ul style="list-style-type: none"> <li>Competitions between different schools:</li> </ul> <p>The school refers to guidance on grassroots sports for public and sport providers, safe provision and facilities, and guidance from</p>	✓	Staff aware and in place.	



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	Sport England, advice from organisations such as the Association for Physical Education and the Youth Sport Trust, guidance from Swim England on school swimming and water safety lessons and any LA guidance.			
Curriculum: Music, dance and drama in school  (see also <a href="#">Performances</a> )	<ul style="list-style-type: none"> <li>Playing instruments and singing in groups take place outdoors wherever possible.</li> <li>If indoors, a room is used with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. It is important to ensure good ventilation.</li> </ul>	<p>✓</p> <p>✓</p>	In place	LOW
Playground and school field	<ul style="list-style-type: none"> <li>The school makes use of outdoor spaces to support delivery of the curriculum – outdoor education can limit transmission.</li> </ul>	✓	Guidance noted	LOW
Lack of air changes / ventilation	<ul style="list-style-type: none"> <li>Mechanical ventilation systems have been 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). Further advice available <a href="#">here</a> (HSE) and <a href="#">here</a> (CIBSE).</li> </ul>	✓	National ventilation encouraged and used at all times in classrooms and areas used by more than one person.	LOW
	<ul style="list-style-type: none"> <li>Natural ventilation is used to help reduce the risk of spreading coronavirus: <ul style="list-style-type: none"> <li><b>Opening windows</b> (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).</li> <li><b>Opening internal doors</b> (note that this also has the benefit of reducing touch points).</li> <li><b>Opening external doors</b> where there are no security concerns and where it doesn't create uncomfortable drafts.</li> </ul> </li> </ul>	✓	All of the indicated protocols followed	LOW

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	<ul style="list-style-type: none"> <li>To balance the need for increased ventilation <b>while maintaining a comfortable temperature</b>, the following measures should also be used as appropriate:                             <ul style="list-style-type: none"> <li>Opening high level windows in preference to low level to reduce draughts</li> <li>Increasing the ventilation while spaces are unoccupied (e.g. before and after classes, during break and lunch)</li> <li>Providing flexibility to <b>allow additional, suitable indoor clothing</b>.</li> <li>Rearranging furniture where possible to avoid direct drafts.</li> </ul> </li> </ul>	✓	All of the indicated protocols followed	
	<ul style="list-style-type: none"> <li>Heating is used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> </ul>	✓	All of the indicated protocols followed	
	<ul style="list-style-type: none"> <li>CO<sub>2</sub> monitors have been used to identify classrooms, indoor play areas, offices and meeting rooms with poor ventilation. Reasonably practicable measures are taken in rooms with recorded persistently high levels of CO<sub>2</sub> (noting the above requirement to ensure thermal comfort levels).</li> </ul>	✓	In place – school has placed a number of these around school in areas considered higher priority.	
Breakfast and After School Clubs ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>The school is working to resume all your before and after-school activities and wraparound childcare for pupils. See also sport, performances, and trips sections.</li> </ul>	✓	Wrap around care available from start of term.  Clubs also up and running from start of Autumn term.	LOW
<b>Operational issues</b>				
Availability of staff	<ul style="list-style-type: none"> <li>The potential impact on staffing has been explored and contingency plans are in place when staff are absent due to covid or self-isolation (use of supply / re-deploying school staff).</li> </ul>	✓	Plans in place for re-deployment of school staff or use of supply staff if required.	LOW
	<ul style="list-style-type: none"> <li>Contingency plans have been explored in the event that key members of staff are unavailable to work e.g. they are self-isolating. These may include:                             <ul style="list-style-type: none"> <li>Staff involved and trained in personal care</li> <li>PI trained staff</li> </ul> </li> </ul>	✓	Considered and alternative staff identified / provided with training to increase number of staff in each of these categories.	

[illegible]

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
( <a href="#">Reference</a> )	<p>reduce any risks. Pupils may include those who:</p> <ul style="list-style-type: none"> <li>are concerned about the possible increased risks from coronavirus</li> </ul> <p>Ref: <a href="#">Wellbeing for Education Return</a> programme</p> <ul style="list-style-type: none"> <li>Pastoral support is offered to pupils who are: <ul style="list-style-type: none"> <li>away from school</li> <li>shielding</li> <li>vulnerable</li> </ul> </li> </ul>			
<b>Other Issues</b>				
Remote Education	<ul style="list-style-type: none"> <li>Remote education plans are in place for individuals or groups of self-isolating pupils, pupils they face challenges in returning from abroad or because they are complying with clinical or public health advice. Pupils have access to remote education as soon as reasonably practicable, which may be the next school day. The remote education provided is equivalent in length to the core teaching pupils would receive in school.</li> </ul>	✓	School remote learning plan is in place and ready to use as and when required	LOW
	<ul style="list-style-type: none"> <li>Systems are in place for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern</li> <li>A named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education is appointed.</li> </ul>	✓	In place Remote Education Lead: SG	
	<ul style="list-style-type: none"> <li>The school has published information about their remote provision on their website. An <a href="#">optional template</a> is available to support this legal requirement.</li> </ul>	✓	In place	
Safeguarding	<ul style="list-style-type: none"> <li>If a vulnerable pupil is required to self-isolate, the school: <ul style="list-style-type: none"> <li>notifies their social worker (if they have one)</li> <li>agrees with the social worker the best way to maintain contact and offer support</li> <li>checks if a vulnerable pupil is able to access remote education support</li> </ul> </li> </ul>	✓	At least 3 DSL on site typically 3 DSL Staff are all currently non-teaching roles System in place to ensure this happens through the DSL / Pastoral support team Regular communication is being made in such cases and visits to home address also made	LOW

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	<ul style="list-style-type: none"> <li>○ supports them to access it (as far as possible)</li> <li>○ regularly checks if they are accessing remote education</li> </ul>		to ensure child is safe and able to access remote learning – devices / paper packs made available where needed.	
School Meals	<ul style="list-style-type: none"> <li>• The school continues to provide free school meal support to pupils who are eligible for benefits related free school meals and who are learning at home during term time.</li> </ul>	✓	In place	LOW
Reviews	<ul style="list-style-type: none"> <li>• Regular reviews are undertaken on the effectiveness of the control measures and plans and changes are made accordingly. The school follows any forthcoming instructions from the employer, government advice, and national or local directions from Public Health or UKHSA.</li> </ul>	✓	Weekly review carried out by Head Teacher – changes shared with all staff	LOW
	<ul style="list-style-type: none"> <li>• Updates are highlighted on the risk assessment and shared with staff.</li> </ul>	✓	Updates provided to staff	LOW
Are there any other foreseeable hazards associated with Covid-19?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
Additional Hazards	List any additional control measures required			Residual Risk rating High, medium, low

**Reference Websites:**

- [www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings](https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings)
- [www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak](https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak)

ASSESSED BY (Print name)	SIGNED	DATE
ROB PERKINS	R.Perkins	28/02/22