

| Activity/ Situation | COVID SECURE ARRANGEMENTS FROM SEPTEMBER 2021 | | | |
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| Location | Childhaven Nursery School | | | |
| 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 must be adapted for your own needs</i></p> <ul style="list-style-type: none"> ✗ Contact Between Individuals ✗ Inadequate Cleaning/Sanitising ✗ Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors ✗ Site User Becoming Unwell ✗ Site User Developing Symptoms ✗ Inadequate Hand Washing/Personal Hygiene ✗ Inadequate Personal Protection & PPE ✗ Visitors, Contractors & Spread of Coronavirus ✗ Inadequate Ventilation ✗ Arrangements for Boarding Schools During Pandemic | | | |
| CONTROL MEASURES | ADDITIONAL INFORMATION | YES | NO | N/A |
| <p><i>Note: you must amend and adapt this generic risk assessment to suit your own needs by selecting the controls from the examples provided (adding and amending others where necessary) and then evaluate the overall risk for the activity/situation.</i></p> | | | | |
| <p>In considering all of the below risks and potential control measures, please be mindful of your duties under the Equality Act by ensuring that there is no adverse impact on any particular group of staff / pupils with protected characteristics</p> | | | | |
| Contact Between Individuals | | | | |
| It is no longer necessary to keep children in consistent groups ('bubbles') | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Outbreak management plans cover the possibility that it may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assemblies have resumed | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pupils can mix at breaks and lunchtimes | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Given the likely gap in COVID-19 cancellation related insurance, schools considering booking a new educational visit, whether domestic or international, are advised to ensure that any new bookings have adequate financial protection in place | You should speak to either your commercial insurance provider, the Risk Protection Arrangement (RPA) or an outdoor education adviser to assess the protection available and make sure it provides suitable | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| | protection in the event of a COVID-19 related cancellation | | | |
| Schools can undertake educational day visits | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schools can undertake domestic residential education visits | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| International educational visits do not take place before the start of the autumn term | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| International educational visits that have previously been deferred or postponed can take place from September 2021 and new international visits for the future can be organised | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| School has resumed all before and after-school educational activities and wraparound childcare for pupils | More information on planning extra-curricular provision can be found in the guidance for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Inadequate Cleaning/Sanitising | | | | |
| A cleaning schedule that includes regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces is in place | Cleaning of non-healthcare settings outside the home | <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"/> |
| Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors | | | | |
| Close contacts will be identified via NHS Test and Trace | Education settings will no longer be expected to undertake contact tracing | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Contacts from a school setting will only be traced by NHS Test and Trace where the | NHS Test and Trace will work with the | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |





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| positive case specifically identifies the individual as being a close contact | positive case to identify close contacts | | | |
| Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply: <ul style="list-style-type: none"> they are fully vaccinated they are below the age of 18 years and 6 months they have taken part in or are currently part of an approved COVID-19 vaccine trial they are not able to get vaccinated for medical reasons | Instead, they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test . We would encourage all individuals to take a PCR test if advised to do so | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Contact with individuals who are required to self-isolate is minimised by ensuring they do not attend the school | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Anybody contacted by NHS Test and Trace or local health protection team and told to self-isolate because they have been a close contact of a positive case, has a legal obligation to do so | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils, staff and other adults must not come into the school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine) | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Settings will continue to have a role in working with health protection teams in the case of a local outbreak. If there is a substantial increase in the number of positive cases in a setting or if central government offers the area an enhanced response package, a director of public health might advise a setting to temporarily reintroduce some control measures | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The Operational Guidance sets out the measures that all education settings should have in place to manage transmission of COVID-19 day to day. For most settings it will make sense to think about taking extra action if the number of positive cases substantially increases. This is because it could indicate transmission is happening in the setting | For most education and childcare settings, whichever of these thresholds is reached first: <ul style="list-style-type: none"> 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or 10% of children, pupils, students or staff who are likely | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| | <p>to have mixed closely test positive for COVID-19 within a 10-day period</p> <p>For special schools, residential settings, and settings that operate with 20 or fewer children, pupils, students and staff at any one time:</p> <ul style="list-style-type: none"> • 2 children, pupils, students and staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period | | | |
| <p>All settings should seek public health advice if a pupil, student, child or staff member is admitted to hospital with COVID-19. They can do this by phoning the DfE helpline (0800 046 8687, option 1), or in line with other local arrangements.</p> | <p>Hospitalisation could indicate increased severity of illness or a new variant of concern. Settings may be offered public health support in managing risk assessments and communicating with staff and parents.</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>All CEV pupils should attend their school unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician not to attend</p> | <p>Further information is available in the guidance on Supporting pupils with medical conditions at school</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>CEV colleagues currently undertaking amended duties to enable them to work fully from home can now consider with their manager a return to normal duties on a risk assessment basis with specific factors to be taken into account including:</p> <ul style="list-style-type: none"> ➤ ensuring the working environment is as Covid-safe as possible, taking into account individual vaccination status and the risk of coming into contact with Covid cases as part of their role; ➤ they should not provide direct care to people who are known to have a current Covid infection, or symptoms suggestive of Covid; ➤ continuation of the current amended duties for the time being may be | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| <p>appropriate depending on the risk assessment</p> <p>➤ arrangements to be reviewed again towards the end of September when it is anticipated the Covid risk should be reduced.</p> <p>Colleagues in their third trimester of pregnancy</p> <p>For colleagues in their third trimester of pregnancy (i.e. from 28 weeks) we have been following the same guidance as the for CEV colleagues so the approach outlined above should also be followed for these colleagues</p> | | | | |
| <p>All employers have a duty of care to their employees, and this extends to their mental health.</p> <p>Make sure you have explained to all staff the measures you are putting in place. Discuss with all staff any changes in place as part of these measures.</p> <p>Because some staff may be particularly anxious about returning, you may need extra systems in place to support staff wellbeing</p> | <p>Read about the: extra mental health support for pupils and teachers, Wellbeing for Education return programme</p> <p>Education Support provides a free helpline for school staff and targeted support for mental health and wellbeing</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Site User Becoming Unwell | | | | |
| <p>If anyone in school develops COVID-19 symptoms, however mild, they are sent home and told they should follow public health advice</p> | <p>Symptoms of coronavirus (COVID-19)</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>If a pupil is awaiting collection, they should be left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible</p> | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>If the pupil needs to go to the toilet while waiting to be collected, they should use a separate toilet if possible. The toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else</p> | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>PPE should be worn by staff caring for the pupil while they await collection if close contact is necessary</p> | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>The room used by the pupil awaiting collection should be cleaned after they have left</p> | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Everyone displaying coronavirus (COVID-19) symptoms should avoid using public transport and, wherever possible, be collected by a member of their family or household | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home | | <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"/> |
| Site User Developing Symptoms | | | | |
| Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to book a test if they are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit | 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"/> |
| All secondary school pupils should receive 2 on-site lateral flow device tests, 3 to 5 days apart, on their return in the autumn term | Settings may commence testing from 3 working days before the start of term and can stagger return of pupils across the first week to manage this | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Secondary school pupils should then continue to test twice weekly at home until the end of September, when this will be reviewed | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Secondary schools should retain a small asymptomatic testing site (ATS) on-site until further notice so they can offer testing to pupils who are unable to test themselves at home | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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| Primary age pupils (those in year 6 and below) do not need to test over the summer period | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| New year 7 pupils will be offered the 2 tests at an ATS at the beginning of the autumn term when they start at their secondary school as a new year 7. | Schools may choose to start testing year 6 pupils earlier, including in summer schools, depending on their local circumstances. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Staff and pupils with a positive LFD test result should self-isolate in line with the stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection . They will also need to get a free PCR test to check if they have COVID-19 . | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school, as long as the individual doesn't have COVID-19 symptoms | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Whilst awaiting the confirmatory PCR result, the individual should continue to self-isolate | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Those with symptoms are expected to order a test online or visit a test site to take a lab-based polymerase chain reaction (PCR) test to check if they have the virus | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils, staff and other adults should follow public health advice on when to self-isolate and what to do | When to self-isolate and what to do - Coronavirus (COVID-19) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Inadequate Hand Washing/Personal Hygiene | | | | |
| Staff/pupils/cleaners/contractors etc. will be reminded to clean their hands regularly, including; <ul style="list-style-type: none"> when they arrive at the school when they return from breaks when they change rooms before and after eating | Ensure that staff have sufficient time to wash their hands regularly, as frequently as pupils | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Consideration given to how often pupils and staff will need to wash their hands and incorporated time for this is in timetables or lesson plans | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands and this has been considered | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

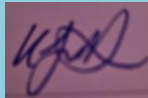
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| Help given to pupils with complex needs to clean their hands properly | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Risk assessments for pupils with complex needs that may struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant, have been updated in order to support these pupils and the staff working with them | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hands are washed with liquid soap & water for a minimum of 20 seconds | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The school has considered whether they have enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alcohol based hand cleansers/gels can only be used if soap and water are not available, but is not a substitute for hand washing. Such gels MUST ONLY BE USED UNDER CLOSE SUPERVISION . In normal circumstances pupils should not be using alcohol based hand cleansers because of the risk of ingestion | Skin friendly cleaning wipes can be used as an alternative | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School has embedded hand washing routines into school culture, supported by behaviour expectations to help ensure younger pupils and those with complex needs understand the need to follow them | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The 'catch it, bin it, kill it' approach is very important and is promoted | <p>CATCH IT  Germs spread easily. Always carry tissues and use them to catch your cough or sneeze.</p> <p>BIN IT  Germs can live for several hours on tissues. Dispose of your tissue as soon as possible.</p> <p>KILL IT  Hands can transfer germs to every surface you touch. Clean your hands as soon as you can.</p> <p></p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Disposable tissues are available in each room for both staff and pupil use | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Bins (ideally lidded pedal bins) for tissues are available in each room | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School has embedded the 'catch it, bin it, kill it' approach to ensure younger pupils and those with complex needs get this right, and that all pupils understand that this is now part of how the school operates | The e-bug website contains free resources for schools, including materials to encourage good hand and respiratory hygiene | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Inadequate Personal Protection & PPE | | | | |

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| Face coverings are worn in enclosed and crowded spaces where you may come into contact with people you don't normally meet | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In case of an outbreak in school, a director of public health might advise that face coverings should temporarily be worn in communal areas or classrooms (by pupils, staff and visitors, unless exempt) | This is covered in the Outbreak Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In the above circumstances, transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission | Visors may protect against droplet spread in specific circumstances but are unlikely to be effective in preventing aerosol transmission, and therefore in a school environment are unlikely to offer appropriate protection to the wearer. Visors should only be used by those exempt from wearing a face covering after carrying out a risk assessment for the specific situation and should always be cleaned appropriately | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are exempt from any requirement to wear face coverings in schools or in public places | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Clear instructions are provided to staff on how to put on, remove, store and dispose of face coverings, to avoid inadvertently increasing the risks of transmission | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| 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 carefully | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PPE for coronavirus (COVID-19) is required when performing aerosol generating procedures (AGPs) | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, is worn | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Visitors, Contractors & Spread of Coronavirus | | | | |
| Key contractors are made aware of the school's control measures and ways of working | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School ensures site guidance on is explained to visitors and contractors on or before arrival | | <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 | | <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"/> |
| Inadequate Ventilation | | | | |
| Occupied spaces must always be well ventilated and a comfortable teaching environment maintained | This can be achieved by a variety of measures including: mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| | to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply) | | | |
| Ventilate spaces with outdoor air | Natural ventilation – if necessary external opening doors may also be used provided this doesn't compromise safeguarding measures | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where possible, occupied room windows should be open | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Switch air handling units with recirculation to 100% outdoor air where this is not possible, systems are operated as normal | Further advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice . | <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 | Fire doors must not be propped open unless they have a self-closing hold open device fitted | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In cold weather where the school heating system is activated, windows are open to provide trickle ventilation rather than being fully open | natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space) | <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"/> |

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| If school needs to use additional heaters they only use sealed, oil filled electric heaters | Electric fan heaters used sparingly due to increased fire and electrical risk | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arrangements for Boarding Schools During Pandemic | | | | |
| Where pupils travel from abroad to attend a boarding school you will need to explain the rules to pupils and their parents before they travel to the UK | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| All pupils travelling to England must adhere to travel legislation , details of which are set out in government travel advice | Additional guidance has been issued on the quarantine arrangements for boarding school pupils travelling from red-list countries to attend a boarding school in England | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pupils travelling from amber list countries may quarantine at home or at accommodation provided by their school for 10 days | The rules for pupils travelling from amber and green list countries are different and are explained in the rules for entering guidance | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| If a child in a boarding school shows symptoms, they should initially self-isolate in their residential setting household. Most children will benefit from self-isolating in their boarding house so that their usual support can continue. Others will benefit more from self-isolating in their family home | Guidance on isolation for residential educational settings. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Boarding pupils should not use public transport if they are symptomatic | If arranging their return to their family home to isolate, schools should follow advice on transport arrangements in the safe working in education childcare and childrens social care settings guidance | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| In the case of any localised outbreaks, we expect them to keep the residential provision open if at all possible | Decisions will be made on a case-by-case basis. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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| | They will need to remain open to those who: -have particular needs that cannot be accommodated safely at home -do not have suitable alternative accommodation | | | |
| School maintain safe staff ratios, particularly for those pupils or students whose needs mean that they are safer remaining in the setting than returning home | Settings should prioritise staffing towards the most vulnerable pupils and students | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment | | Yes <input checked="" type="checkbox"/> | | No <input type="checkbox"/> |
| What is the level of risk for this activity/situation with existing control measures | | High <input checked="" type="checkbox"/> | Med <input type="checkbox"/> | Low <input type="checkbox"/> |
| Is the risk adequately controlled with existing control measures | | Yes <input checked="" type="checkbox"/> | | No <input type="checkbox"/> |
| Have you identified any further control measures needed to control the risk and recorded them in the action plan | | Yes <input type="checkbox"/> | | No <input checked="" type="checkbox"/> |
| ACTION PLAN (insert additional rows if required) | | To be actioned by | | |
| Further control measures to reduce risks <i>so far as is reasonably practicable</i> | | Name | Date | |
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| State overall risk level assigned to the task AFTER implementation of control and action plan measures taken as a result of this risk assessment | | High <input type="checkbox"/> | Med <input checked="" type="checkbox"/> | Low <input type="checkbox"/> |
| Is such a risk level deemed to be as low as reasonably practical? | | Yes <input checked="" type="checkbox"/> | | No <input type="checkbox"/> |
| Is activity still acceptable with this level of risk? | | Yes <input checked="" type="checkbox"/> | | No <input type="checkbox"/> |
| If no, has this been escalated to senior leadership team? | | Yes <input type="checkbox"/> | | No <input type="checkbox"/> |
| Assessor(s): | K FIRTH | Signature(s): |  | |
| Position(s): | Headteacher | | | |
| Date: | September 2021 | Review Date: | Ongoing review | |
| Distribution: | | | | |

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

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

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