Activity/ Situation	COVID SECURE ARRANGEMENTS FROM 4th JANUARY 2022			
Location				
Persons at Risk	Pupils ☒	Employees☒	Visitors ☒	Contractors ☒
HAZARD(S)	*Note: this list is not exhaustive and **must** be adapted for your own needs* ✘ 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
*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.*				
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				
Contact Between Individuals				
It is no longer necessary to keep children in consistent groups ('bubbles')		☒	☐	☐
Outbreak management plans cover the possibility that it may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups		☒	☐	☐
Assemblies have resumed		☒	☐	☐
Pupils can mix at breaks and lunchtimes		☒	☐	☐
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	☒	☐	☐

	protection in the event of a COVID-19 related cancellation			
Schools can undertake educational day visits	Consideration given to NYCC Guidance for Activities in Schools - Autumn/Winter 2021	☒	☐	☐
Schools can undertake domestic residential education visits	Consideration given to NYCC Guidance for Activities in Schools - Autumn/Winter 2021	☒	☐	☐
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	☒	☐	☐
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	☒	☐	☐
Electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use		☒	☐	☐
Bins for tissues and other rubbish are emptied throughout the day		☒	☐	☐
Stocks of cleaning chemicals, liquid soap, paper towels, tissues, toilet roll, bin bags etc. regularly checked and additional supplies requested as necessary		☒	☐	☐
Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors				
Adults who are fully vaccinated and all children and young people aged between 5 and 18 years and 6 months identified as a **contact** of someone with COVID-19 are strongly advised to take a LFD test every day for 7 days and	These will be contacted directly	☒	☐	☐

continue to attend their setting as normal, unless they have a positive test result				
Daily testing of close contacts applies to all contacts who are: • fully vaccinated adults – people who have had 2 doses of an approved vaccine • all children and young people aged 5 to 18 years and 6 months, regardless of their vaccination status • people who are not able to get vaccinated for medical reasons • people taking part, or have taken part, in an approved clinical trial for a COVID-19 vaccine	Children under 5 years are exempt from self-isolation and do not need to take part in daily testing of close contacts.	☒	☐	☐
Pupils with SEND identified as close contacts should be supported by their school and their families to agree the most appropriate route for testing including, where appropriate, additional support to assist swabbing.	For further information please see SEND Guidance	☒	☐	☐
18-year-olds are treated in the same way as children until 6 months after their 18th birthday, to allow them the opportunity to get fully vaccinated. At which point, they will be subject to the same rules as adults and so if they choose not to get vaccinated, they will need to self-isolate if identified as a close contact.		☒	☐	☐
Close contacts will be identified via NHS Test and Trace	Education settings will no longer be expected to undertake contact tracing	☒	☐	☐
Contacts from a school setting will only be traced by NHS Test and Trace where the positive case or their parent specifically identifies the individual as being a close contact	NHS Test and Trace will work with the positive case to identify close contacts	☒	☐	☐
Contact with individuals who are required to self-isolate is minimised by ensuring they do not attend the school		☒	☐	☐
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)		☒	☐	☐

If a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19.	Your decision would need to be carefully considered in light of all the circumstances and current public health advice	☒	☐	☐
Schools are not required to use the NHS COVID Pass, unless they are holding a specific event (such as a reception, concert or party) that meets the attendance thresholds	Where applicable, schools should follow guidance on mandatory certification for events. Under 18s are exempt from showing their COVID Status but should be counted towards attendance thresholds	☒	☐	☐
The NHS COVID Pass is not used as a condition of entry for education or related activities such as exams, teaching, extra-curricular activities or any other day-to-day activities that are part of education or training		☒	☐	☐
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		☒	☐	☐
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: • 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 to have mixed closely test positive for COVID-19 within a 10-day period	☒	☐	☐

	For special schools, residential settings, and settings that operate with 20 or fewer children, pupils, students and staff at any one time: • 2 children, pupils, students and staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period			
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.	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.	☒	☐	☐
From 13 December office workers who can work from home should do so	Anyone who cannot work from home, such as those involved in the face-to-face provision of education, should continue to go to their place of work	☒	☐	☐
Children and young people previously considered CEV should attend their school and should follow the same COVID-19 guidance as the rest of the population. In some circumstances, a child or young person may have received personal advice from their specialist or clinician on additional precautions to take and they should continue to follow that advice		☒	☐	☐
Individual risk assessments for colleagues formally considered to be CEV are undertaken and reviewed regularly		☒	☐	☐
Pregnant women should follow the latest government guidance and avoid anyone who has symptoms of coronavirus. Pregnant women should be particularly attentive to social distancing. Pregnant colleagues should follow the same guidance as for previously defined CEV colleagues and an individual covid risk assessment should be completed and regularly		☒	☐	☐

reviewed in addition to the New and Expectant Mother (NEM) workplace risk assessment				
All employers have a duty of care to their employees, and this extends to their mental health. Make sure you have explained to all staff the measures you are putting in place. Discuss with all staff any changes in place as part of these measures. Because some staff may be particularly anxious about returning, you may need extra systems in place to support staff wellbeing	Read about the: extra mental health support for pupils and teachers, Wellbeing for Education return programme Education Support provides a free helpline for school staff and targeted support for mental health and wellbeing	☒	☐	☐
Site User Becoming Unwell				
If anyone in school develops COVID-19 symptoms, however mild, they are sent home and told they should follow public health advice	Symptoms of coronavirus (COVID-19)	☒	☐	☐
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		☒	☐	☐
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		☒	☐	☐
PPE should be worn by staff caring for the pupil while they await collection if close contact is necessary		☒	☐	☐
The room used by the pupil awaiting collection should be cleaned after they have left		☒	☐	☐
Everyone displaying coronavirus (COVID-19) symptoms should avoid using public transport and, wherever possible, be collected by a member of their family or household		☒	☐	☐
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		☒	☐	☐
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			
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	☒	☐	☐
Staff in all settings should undertake twice weekly home tests		☒	☐	☐
There is no need for primary age pupils (those in year 6 and below) to regularly test, unless they have been identified as a contact for someone who has tested positive for Covid-19 and therefore advised to take lateral flow tests every day for 7 days		☒	☐	☐
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.		☒	☐	☐
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		☒	☐	☐
Whilst awaiting the confirmatory PCR result, the individual should continue to self-isolate		☒	☐	☐
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		☒	☐	☐
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)	☒	☐	☐
Individuals may now take LFD tests on day 6 and day 7 of their self-isolation period. Those	The first test must be taken no earlier	☒	☐	☐

who receive two negative test results are no longer required to complete 10 full days of self-isolation	than day 6 of the self-isolation period and tests must be taken 24 hours apart. This also applies to children under 5, with LFD testing at parental or guardian discretion. If both these test results are negative, and you do not have a high temperature, you may end your self-isolation after the second negative test result and return to your education or childcare setting from day 7			
Anyone who is unable to take LFD tests will need to complete the full 10 day period of self-isolation		☒	☐	☐
Inadequate Hand Washing/Personal Hygiene				
Staff/pupils/cleaners/contractors etc. will be reminded to clean their hands regularly, including; • 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	☒	☐	☐
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		☒	☐	☐
Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff		☒	☐	☐
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		☒	☐	☐
Help given to pupils with complex needs to clean their hands properly		☒	☐	☐
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				
Hands are washed with liquid soap & water for a minimum of 20 seconds		☒	☐	☐
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		☒	☐	☐
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	☒	☐	☐
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		☒	☐	☐
The 'catch it, bin it, kill it' approach is very important and is promoted		☒	☐	☐
Disposable tissues are available in each room for both staff and pupil use		☒	☐	☐
Bins (ideally lidded pedal bins) for tissues are available in each room		☒	☐	☐
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	☒	☐	☐
Inadequate Personal Protection & PPE				
Face coverings are worn when moving around the premises, outside of classrooms, such as in corridors and communal areas in all settings by staff and visitors unless they are exempt		☒	☐	☐
Teachers are not expected to wear a face covering in the classroom if they are at the		☒	☐	☐

front of the class, to support education delivery, although settings are sensitive to the needs of individual teachers				
We are mindful and respectful of such circumstances where people may not be able to wear a face covering	This includes; • people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability • people for whom putting on, wearing or removing a face covering will cause severe distress • people speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expressions to communicate • to avoid the risk of harm or injury to yourself or others • people are also permitted to remove a face covering in order to take medication	☒	☐	☐
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	Transparent face coverings may be effective in reducing the spread of COVID-19. However, the evidence to support this is currently very limited.	☒	☐	☐
School has a small contingency supply of face coverings available for people who: • are struggling to access a face covering • are unable to use their face covering as it has become damp, soiled or unsafe • have forgotten their face covering		☒	☐	☐
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				
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	☒	☐	☐
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		☒	☐	☐
When wearing a face covering, staff, visitors and pupils should: • wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser before putting a face covering on • avoid touching the part of the face covering in contact with the mouth and nose, as it could be contaminated with the virus • change the face covering if it becomes damp or if they've touched the part of the face covering in contact with the mouth and nose • avoid taking it off and putting it back on a lot in quick succession to minimise potential contamination		☒	☐	☐
When removing a face covering, staff, visitors and pupils should: • wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser before removing • only handle the straps, ties or clips		☒	☐	☐

• not give it to someone else to use • if single-use, dispose of it carefully in a household waste bin and do not recycle • once removed, store reusable face coverings in a plastic bag until there is an opportunity to wash them. • if reusable, wash it in line with manufacturer's instructions at the highest temperature appropriate for the fabric • wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser once removed				
Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully	Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day	☒	☐	☐
PPE for coronavirus (COVID-19) is required when performing aerosol generating procedures (AGPs)		☒	☐	☐
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		☒	☐	☐
Visitors, Contractors & Spread of Coronavirus				
School strongly encourages parents and other visitors to take a lateral flow device (LFD) test before entering the school		☒	☐	☐
Key contractors are made aware of the school's control measures and ways of working		☒	☐	☐
School ensures site guidance on is explained to visitors and contractors on or before arrival		☒	☐	☐
Contractors to provide updated risk assessment prior to visit which includes their own controls round infection spread prevention		☒	☐	☐
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	☒	☐	☐

Inadequate Ventilation				
Co2 monitors used and monitored to detect areas of poor ventilation		☒	☐	☐
Where Co2 monitor readings are consistently high for at least 1 week (1500ppm or higher) the school has either bid for air cleaning units (HEPA filtration) or purchased units to improve ventilation		☒	☐	☐
Occupied spaces must always be well ventilated and a comfortable teaching environment maintained	This can be achieved by a variety of measures including: **mechanical ventilation systems** – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)	☒	☐	☐
Ventilate spaces with outdoor air	**Natural ventilation** – if necessary external opening doors may also be used provided this doesn't compromise safeguarding measures	☒	☐	☐
Where possible, occupied room windows should be open		☒	☐	☐
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	☒	☐	☐

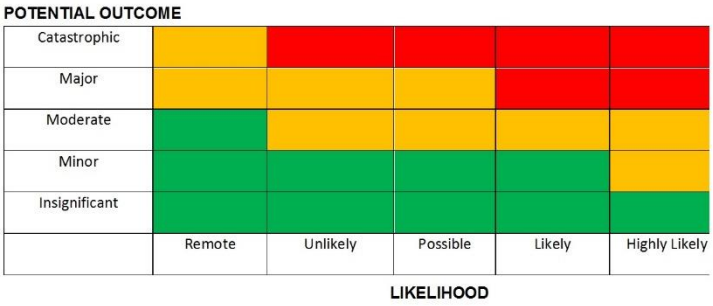
In cold weather where the school heating system is activated, windows are open to provide trickle ventilation rather than being fully open	**natural ventilation** – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space)	☒	☐	☐
Consideration given to opening high level windows in preference to low level to reduce draughts		☒	☐	☐
Consideration given to only opening every other window instead of all windows when the heating is activated		☒	☐	☐
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	☒	☐	☐

Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment	**Yes ☒**	**No ☐**	
What is the level of risk for this activity/situation with existing control measures	**High ☒**	**Med ☐**	**Low ☐**
Is the risk adequately controlled with existing control measures	**Yes ☒**	**No ☐**	
Have you identified any further control measures needed to control the risk and recorded them in the action plan	**Yes ☐**	**No ☐**	

ACTION PLAN (insert additional rows if required)	**To be actioned by**	
Further control measures to reduce risks *so far as is reasonably practicable*	**Name**	**Date**
Restricting numbers of parents in school unless appointment has been made.	**CF**	**4.01.22**

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 ☐**	**Med ☒**	**Low ☐**
Is such a risk level deemed to be as low as reasonably practical?	**Yes ☒**	**No ☐**	
Is activity still acceptable with this level of risk?	**Yes ☒**	**No ☐**	
If no, has this been escalated to senior leadership team?	**Yes ☐**	**No ☐**	

Assessor(s): **Position(s):**	**C Fox** **Headteacher** **J Hammond** **SBM**	**Signature(s):**	C Fox J Hammond
Date:	**4.01.22**	**Review Date:**	**28.02.22**
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	
Insignificant	Minor injury	Remote	Less likely to occur