RISK ASSESSMENT FOR:	**Coronavirus (COVID-19)** with all students back in school		Assessment Number	**56**	HOLYWELL SCHOOL
Assessment by: MG Simpson **Signature:** *MG Simpson*		**Date of initial assessment:** **09-07-2020**	**Date of review:** **19-12-2021** In line with government updates – last government update: **09-12-2021**		
Print name: MG Simpson		**Location of activity: Whole site**			

Latest amendments in PURPLE. Highlighting is used to indicate Red-Amber-Green rating.

This risk assessment identifies what hazards exist, or may appear in the workplace from Coronavirus (Covid-19), how they may cause harm and steps we have taken to minimise harm. Each risk is assessed using the following rating:

RISK RATING

Likelihood (L) x Severity (S) = Risk Value (RV) = Risk Rating (RR) = Action Priority (AP)

Likelihood	
1	Unlikely to happen at all
2	Could happen but rarely
3	Likely to happen
4	Highly likely to happen
5	Almost certainly happen

Severity	
1	Minor Injury e.g. bruise, graze /No impact
2	Requiring medical attention / Low impact
3	Temporary disability / Partial school closure / Medium impact
4	Serious injury / long term illness / School closure / Significant impact
5	Death or permanent disability/School closed permanently/Dangerous

Risk Value	**Risk Rating**	**Action Priority**
16 - 25	Very High	Stop activity until risk is controlled
10 - 15	High	Take action straight away to control risk
6 - 9	Medium	Identify improvements to controls & a plan to implement them
3 - 5	Low	Low priority but consider possible action
1 - 2	Very Low	Further action may not be reasonably practicable

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Key risks:

- Transmission of Covid-19
- Someone becomes unwell with Covid-19 symptoms
- There is a confirmed case of coronavirus
- Local outbreak of Covid-19
- Staffing: The school is in danger of closing because of low staffing levels
- Resources: Resources are running low so school at risk of closing
- Cleaning: Stocks/staffing are dangerously low putting school at risk of closure
- Health and Safety: Staff, parents, unions deem the health and safety measures in place inadequate resulting in low staffing or student attendance levels
- Site constraints: adaptations to make the site safe within Covid-19 guidelines are physically or financially prohibitive
- Workload: staff workload in terms of emergency curriculum planning and adaptation is prohibitive in terms of time and practicality
- Loss of Education (inc. Curriculum, behaviour and pastoral support; Assessment and accountability)
- Lack of daily routines increase the risk of transmission

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal/DfE Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
Transmission of Covid-19 *(inc. risk of new variants of COVID19 that may be more transmissible – eg. Delta and Omicron Variant*	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	The symptoms of coronavirus are: • a high temperature • a new, continuous cough – this means coughing a lot, for more than an hour, or 3 or more coughing episodes in 24 hours • loss or change to your sense of smell or taste – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal What harm can be caused? Catching COVID 19 which currently has around a 2% mortality rate. It is unclear on the number of life changes that are in place for people that have had the virus, however the level of people surviving is high. Harm caused by absence from school (minimum of 7 days).	20	Management of controlling the risk of Coronavirus transmission • All staff and students when not in setting to follow government guidelines and Stay alert (**NB** School has no control over this). • Headteacher/ Business Manager/Site Manager are designated Covid-Operations Managers to oversee that compliance measures are in place. • Leadership Team and school follow Public Health, UK Health Security Agency (UKHSA) and DFE Guidance for Schools on Coronavirus. We know that the new variants of coronavirus (COVID-19) are more transmissible however, PHE advice remains that the way to control this virus is with the system of controls, even with the current new variants. *Based on the recent ONS data, the risks to education staff are similar to those for most other occupations. Implementing the system of controls, creates a safer environment for students and staff where the risk of transmission of infection is substantially reduced. The way to control this virus is the same, even with the current new variants. Working with PHE, we continually review the measures, which are informed by the latest scientific evidence and advice and update our guidance accordingly* • Guidance is checked **DAILY** as it is regularly updated with new practices. • SLT to discuss daily situation at school and what is happening nationally. • Review all activities to consider and manage risk of Coronavirus. • Maintain and update the school Remote Learning and Contingency Plan and Pandemic Plan for dealing with further	School has no control over this and external behaviour could jeopardise the protective bubble approach Y Y Y Y Y Y	12 (3x4)

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal/DfE Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	**Reviewed risk rating**
				waves or loss of critical staff for example Headteacher, SENDCo, site agent. • COVID 19 is RIDDOR reportable and should be reviewed if member of staff dies • Consultation with Unions and communication with non-union staff on risk assessment and its control measures • PHE advice remains that the way to control this virus is with a system of controls. These are now listed as follows: • Ensure good hygiene for everyone. o Hand hygiene - Frequent and thorough hand cleaning is now be regular practice. We continue to ensure that students clean their hands regularly. This is done with soap and water or hand sanitiser. o Respiratory hygiene - The 'catch it, bin it, kill it' approach continues to be promoted. We access the e-Bug COVID-19 website which contains materials to encourage good hand and respiratory hygiene. o Use of personal protective equipment (PPE) - Most staff in schools will not require PPE beyond what they would normally need for their work. The guidance on the use of PPE in education, childcare and children's social care	Y Y Union planning checklists document completed and have informed risk assessment. NB Not all union guidance is cogent with DfE guidelines (esp. re: social distancing and groupings) – hence the amber rating. All PHE 'controls' are in place	

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					In Place	**Reviewed risk rating**

				settings provides more information on the use of PPE for COVID-19.
				• Maintain appropriate cleaning regimes.
				  o We have put in place and maintained an appropriate cleaning schedule. This includes regular cleaning of areas and equipment (routine site cleaning and additional focus on frequently touched surfaces).
				• Keep occupied spaces well ventilated.
				• Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.
				
				• Face Coverings
				  o Face coverings help protect the wearer and others against the spread of infection because they cover the nose and mouth, which are the main confirmed sources of transmission of COVID-19.
				  o DfE have recommendations for students in Secondary settings – we apply these recommendations to all of our students and staff. It is therefore recommended that face coverings should be worn by students, staff and adult visitors when moving around the premises, outside of classrooms, such as in corridors and communal areas. This is a temporary measure.
				  o Students must also wear a face covering when travelling on public transport and should wear it on dedicated transport to and from school.
					Y – Face coverings will remain optional for all members of our community in classrooms and in communal areas.
					
					We will keep the wearing of face coverings under review.	

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					In Place	Reviewed risk rating
				o It is not advised that that students and staff wear face coverings in classrooms, however, this may be an interim additional contingency measure we use. o Face coverings do not need to be worn when outdoors. o We have a duty to comply with the Equality Act 2010 which includes making reasonable adjustments for disabled staff and students. We also respect students' and parents' right to object to wearing face coverings and we are happy to respect those opinions and choices, whilst continuing to recommend and commend the approach as a mitigation. Parents must make a written request for exemption. Where individuals are exempt from wearing face coverings, we will be sensitive to those needs. Where students' parents have requested an exemption, we have yellow exemption lanyards which will be issued to students (some students may already have their own sunflower exemption lanyard); equally, we respect that not all students are comfortable wearing lanyards and no-one will be foced t wear a lanyard as an identifier. o No student will be denied education on the grounds that they are not wearing a face covering. o We will have a small supply of emergency face coverings in school, however, students should have their own reusable face covering with		

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					In Place	**Reviewed risk rating**
				them. There will be a supply of face masks in every classroom.		
				o Teaching assistants working closely with students will need to wear visors/half visors as a further mitigating precaution.		
				o Safe wearing and removal of face coverings. This involves:		
				▪ cleaning of hands before and after touching – including to remove or put them on		
				▪ safe storage of them in individual, sealable plastic bags between use		
				▪ Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and students may consider bringing a spare face covering to wear if their face covering becomes damp during the day.		
				o Students must:		
				▪ not touch the front of their face covering during use or when removing it		
				▪ dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin)		
				▪ place reusable face coverings in a plastic bag they can take home with them		
				▪ wash their hands again before heading to their classroom		

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					In Place	**Reviewed risk rating**

				o We will keep the wearing of face coverings under review.
				
				 • Asymptomatic testing
				      o Testing remains important in reducing the risk of transmission of infection within schools. That is why, whilst some measures are relaxed, others will remain, and if necessary, in response to the latest epidemiological data, we all need to be prepared to step measures up or down in future depending on local circumstances.
				      o Staff will undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed.
				      o We will also retain a small asymptomatic testing site (ATS) on-site until further notice so they can offer testing to students when instructed to by DfE and/or PHE/UKHSA or for students who are unable to test themselves at home.
				      o The government continue to state that there is no need for primary age students (those in year 6 and year 5) to test.
				
				      o Confirmatory PCR tests: Staff and students 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. Whilst awaiting the PCR result, the individual should continue to self-isolate. 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 student can return to
					Y
					
					 Y
					
					 Y
					
					 Y
					
					 Rated 'Red' as most asymptomatic cases during the time of the pandemic at school have been KS2 students.
					 Y	

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					In Place	**Reviewed risk rating**
				school, as long as the individual doesn't have COVID-19 symptoms. • School remains open on the ability to maintain COVID-19 prevention and control measures within the school's setting and under direction of the UK Government. • Admitting children into school: In most cases, parents and carers will agree that a student with symptoms should not attend the school, given the potential risk to others. If a parent or carer insists on a student attending your school, you can take the decision to refuse the student if, in your reasonable judgement, it is necessary to protect other students 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. • Contingency planning is in place for managing outbreaks, system and remote education plans are in place for individuals and groups needing to self-isolate	Y Y Amber rating as this is not within school's control and relies on families 'doing the rght thing'. Students showing symptoms will be isolated and then sent home. Y	
				Cleaning and hygiene • follow the COVID-19: cleaning of non-healthcare settings guidance • daily checklist and monitoring of controls for classroom and whole school • ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments • Regularly review activities and locations where high contact and likelihood of transmission of the virus is high and put in place enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach common touch points (inc. clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches),	Y Y Y – although we have an inadequate number of hand-washing facilities, we have mitigated this by providing hand sanitisers in every classroom Y – additional daily cleaning	

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					In Place	**Reviewed risk rating**
				are more regularly cleaned than normal with Milton solution (or diluted bleach); additional cleaning through the day		

				• robust hand and respiratory hygiene - ensure that all adults and children:
				  o clean hands thoroughly more often than usual
				  o frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Hands sanitised at the start and end of each 'session'. Review the guidance on hand cleaning
				  o clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing
				  o are encouraged not to touch their mouth, eyes and nose
				  o ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach - use a tissue or elbow to cough or sneeze and use pedal bins for tissue waste
				  o ensure that help is available for children and young people who have trouble cleaning their hands independently
					Y
					
					Hand sanitisers in all classrooms and around school; hand sanitising embedded in school routine – ie. at the start and end of every lesson/session; posters displayed – pedal bins in all classrooms and key staff areas	

				• encourage young children to learn and practise these habits through games, songs and repetition		
				• ensure that pedal bins for tissues are emptied throughout the day		

				• Keeping occupied spaces well-ventilated: Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area.
				  o When school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.
				    ▪ These can be achieved by a variety of measures including:
					Y NHS song used
					
					Y
					
					Y
					In place, however, not all classrooms	

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| Hazard / Risk | Who is at Risk? | How can the hazards cause harm? | Risk rating | Normal/DfE Control Measures | Are Normal Control Measures *Y/N/NA* | |
					In Place	Reviewed risk rating
				• mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. 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 • 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). Opening internal doors can also assist with creating a throughput of air • natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) ▪ To balance the need for increased ventilation while maintaining a comfortable temperature, consider: • opening high level windows in colder weather in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)	can be as well-ventilated as others.	

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					In Place	Reviewed risk rating
				• providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform • rearranging furniture where possible to avoid direct draughts ▪ Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.		
				• get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed	NB. no regular supplier found – variety being used	
				• Provide tissues for classrooms.	Y – part of hygiene kit for every classroom	
				• Ensure robust cleaning of high contact surfaces throughout the day. Throughout the day the cleaners or site team should be cleaning high contact surfaces • door handles into classrooms • key pad entry systems • corridor doors hand plates • toilet doors, hand plates • staffroom facilities (kettle/fridge/dishwasher/cupboards/sink/ etc • classroom desks	Y – for most aspects: NB. classroom desks can't be wiped down during the day as students are in lessons and cost of wipes is too prohibitive	
				• Obtain advice where required from H&S consultant, NHS 111 and DFE Helpline 0800 046 8687 or email DfE.coronavirushelpline@education.gov.uk	Y	
				• there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting	Y	

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal/DfE Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
				• Ensure student and staff toilets are fully stocked with liquid hand soap and sinks are all operational. Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and students must be encouraged to clean their hands thoroughly after using the toilet. NB as a further mitigation, we have designated toilets for each year group.	N – limited toilet capacity – 5 toilet blocks, 1 staff block, 3 disabled toilets	
				• Access to toilets are monitored strictly and identify how many can enter at one time	Y – students going to toilet will need to hand-sanitise on return to the classroom	
				• Consider same sex members of staff going into toilets regularly to ensure sinks are operational and not used as bag storage areas and social distancing is maintained.	Y	
				• Remove any fabric towels (multi use) and use hand dryers or single paper towels	Y	

				• Review carried out of activities and locations where high contact and likelihood of transmission of the virus is high. For example:
				  o Door keypads
				  o Door Handles (could classroom doors be kept open)
				  o Payment systems –students just bring in lunches and sit at their desks?
				  o Keypads entries (on release during the day) except main entrance not without compromising safeguarding
				  o Signing in electronic pads (book and visitors use own pen or wipe after each use)
				  o ICT equipment wiped between each use / Resources (rulers etc) students to have their own stationary packs.
				  o Staffroom kettle/fridge/dishwasher handle/cup cupboard, sink taps
					Y - extra cleaning routine in place	

				o Site team clean high contact surfaces with a hypochlorite solution such as Milton or Chlorine tablet solution or diluted bleach –Following guidance on cleaning in Non healthcare	Y	

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					In Place	**Reviewed risk rating**
				settings guidance: https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings		
				• For bleach - as a general rule make up (10 teaspoons bleach) added to 450ml of cold water (1 spray bottle) – Check manufacturers dilution rates.	Y	
				• Refresh solution every 24hrs for continued effectiveness.	Y	
				• Spray onto a cloth onto high contact surfaces (see safe use of bleach guidance and COSHH Bleach template risk assessment – available to all staff)	Y	
				• Do not spray tables when students are seated at them.	Y	
				• Cleaning solution clearly labelled and also available for staff to use in their classrooms or dining hall.	Y	
				• Spray bottles must be kept out of reach of children and used with disposable gloves.	Y	
				• Appropriate PPE (Personal Protective Equipment) provided (disposable apron, gloves).	Y	
				• Also clean with this solution classroom sinks and taps (high volume contact surfaces).	Y	
				• Review high contact surfaces and equipment in your school	Y	
				• Ensure Safety Data sheet is available for cleaning solution and Template Bleach COSHH assessment completed.	Y	
				• School has an adequate and maintained supply of personal and domestic cleaning products available for school.	A number of different suppliers are being used to ensure regular supply	
				• Ensure regular cleaning of external play equipment	Y	
				• No limit to resources taken home to school and school to home.	Y	
				• Resources can be shared between groups – additional cleaning will be maintained where this is necessary as an additional precaution	Y	

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					In Place	**Reviewed risk rating**
				• Signage displayed to remind staff and students to wash their hands	Y	

				• The DfE no longer recommends that it is necessary to keep children in consistent groups ('bubbles').
				   o Bubbles will not need to be used in school from the autumn term. As well as enabling flexibility in curriculum delivery
				   o Assemblies can resume in line with national guidance and outbreak situation – details in contingency planning (NB. Union guidance and mitigation is that large gatherings such as whole school or whole year group assemblies should be avoided wherever possible to reduce the risk of transmission – hence the amber rating).
				   o Arrangements to avoid mixing at lunch are no longer required. Union guidance and mitigation is that staggered timings for lunch breaks, other breaks and start and finish times should be used. These measures can have a wider benefit beyond just helping to reduce transmission risk.
				   o Break will in Year Group zones. Lunchtime will have some year group mixing to enable supervision to be returned to pre-pandemic levels.
				• Contingency plans (sometimes called outbreak management plans) must cover the possibility that in some local areas it may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups. Any decision to recommend the reintroduction of 'bubbles' would not be taken lightly and would need to take account of the detrimental impact they can have on the delivery of education.
				• Union guidance: and mitigation: Social distancing measures that limit interaction and reduce the risk of virus transmission without causing disruption to ordinary activities should continue as far as possible.
				• Union guidance and mitigation: Students and staff should be regularly reminded that maintaining social distancing reduces the risk of transmission.
					Y
					Y
					
					Y
					
					Y
					
					Y
					
					Y
					
					Y
					
					Y	

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal/DfE Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
				• Union guidance and mitigation: Arrangements such as one-way systems that minimise the extent of contact and mixing during circulation around the premises should be maintained. • Union guidance and mitigation: Face-to-face staff meetings and parents' evenings should be avoided	Y - One-way system is to be maintained Partially – we will review face-to-face meetings on a weekly basis dependent on health situation and local guidance – where possible face-to-face meetings will take place.	
				• Union guidance and mitigation Arrangements for students and parents queuing on arrival, parents waiting to collect children, staff supervising students on arrival or departure, reception of visitors etc should continue to maintain appropriate distancing. • Union guidance and mitigation: Arrangements for transport, including when travelling, boarding and disembarking should continue to be subject to regular review with mask-wearing and social distancing retained. • Union guidance and mitigation: Where there have been positive cases in individual groups, arrangements should be considered for limiting the interaction of the students and staff involved with other students and staff. • Union guidance and mitigation: Arrangements for maintaining social distancing in classrooms and elsewhere should always be considered in respect of staff who are clinically extremely vulnerable or otherwise at significantly greater risk. • accessing rooms directly from outside where possible • limit the use of shared spaces • Catering facilities are to re-open as we must continue to provide free school meal support to any students who are eligible for benefits-related free school meals and who are learning at home during term time. More information on providing school meals during the COVID-19 pandemic is available.	Y Y Y Y Y Y AiP to conduct own risk assessment and liaise with school	

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					In Place	**Reviewed risk rating**
				• ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time	N - Limited bathroom facilities – toilets used on a need-to-use basis through the day rather than 'en masse' at breaktime	
				• noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)	Y	
				• Visitors limited to school – try to hold meeting remotely where possible.	Y	
				• Visitors/contractors into school must be recorded (with contact details) and informed of school arrangements for COVID19.	Y	
				• Display QR code in Reception to assist with NHS Track and Trace.	Y	
				• All visitors to be allowed to wear face coverings if requested	Y	
				Measures within the classroom • No social distancing measures are required in class, however, where social distancing measures that limit interaction and reduce the risk of virus transmission are possible without causing disruption to ordinary activities, they should continue to be implemented	Y	
				• Teachers no longer need to maintain distance from their students, staying at the front of the class, and away from their colleagues where possible. Staff can manage their classroom according to best practice and persona preference.	Y	
				Measures elsewhere • Large gatherings (such as collective worship / assemblies) may resume NB. Union guidance and mitigation is that large gatherings such as whole school or whole year group	Y – This will be kept under review according to local situation and contingency plan – where possible, here will be face-to-face assemblies. .	

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal/DfE Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
				<mark>assemblies should be avoided wherever possible to reduce the risk of transmission – hence the amber rating</mark> • <mark>Staffrooms no longer need to be socially distanced</mark>	Y – however, staff may organise their rooms as needed	
				Use of outside space: • There are no restriction for the use of spaces for exercise and breaks • for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff - outdoor equipment should continue to be more frequently cleaned. This includes resources to be used inside and outside for wraparound care providers (eg. Breakfast club).	Y Y – additional cleaning put in place in breakfast club	
				Management of resources / regular and meticulous cleaning of shared resources: • Equipment and resources are integral to education in schools. There are no restrictions on the shared use of equipment. For individual and very frequently used equipment, such as pencils and pens, it is still recommended that staff and students have their own items that are not shared. • Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. • Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently • Limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Students and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to student education and development. • Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.	Y Y Y Y Y	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal/DfE Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating
				Transport arrangements Students and staff may use public transport where necessary, but we encourage them to walk, cycle or scoot to and from school wherever it is possible and safe to do so. Where students and staff need to use public transport, they should follow the safer travel guidance for passengers.	Y	
				Union Advice and Mitigation: Arrangements for transport, including when travelling, boarding and disembarking should continue to be subject to regular review with mask- wearing and social distancing retained. We will have the following mitigating precautions:	Y	
				• have a process and routine for arrival at school to include o staggered, stepped and supervised disembarking from each bus	Y	
				o hands santitised on entry to the site • making sure schools, parents and young people follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel	Y Y	
				• making sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus	Y	
				• transport providers to supply copy of risk assessments and hygiene/cleaning regime	Y	
				• making sure transport providers, as far as possible, follow hygiene rules (inc. thorough clean between cohorts of students using the vehicle) and try to keep distance from their passengers	Y	
				• Continue to group students in Year groups together on transport	Y	
				• use of hand sanitiser upon boarding and/or disembarking • additional cleaning of vehicles • organised queuing and boarding where possible • the continued recommended use of face coverings for children over the age of 11, where appropriate	Y Y Y Y	

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal/DfE Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**

				Attendance
				• School attendance is mandatory for all students of compulsory school age and it is a priority to ensure that as many children as possible regularly attend school. The usual rules on school attendance apply, including:
				   o parents' duty to secure their child's regular attendance at school (where the child is a registered student at school and they are of compulsory school age)
				   o the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct
				• As usual, we are responsible for recording attendance, following up absence and reporting children missing education to the local authority.
				• Where a child is required to self-isolate or quarantine because of COVID-19 in accordance with relevant legislation or guidance published by PHE or the UKHSA they should be recorded as code X (not attending in circumstances related to coronavirus). Where they are unable to attend because they have a confirmed case of COVID-19 they should be recorded as code I (illness).
				• For students abroad who are unable to return, code X is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply. Further guidance about the use of codes is provided in the school attendance guidance.
				• All clinically extremely vulnerable (CEV) children and young people should attend their education setting unless they are one of the very small number of children and young people under paediatric or other specialist care who have been advised by their clinician or other specialist not to attend. Further information is available in the guidance on supporting students at school with medical conditions.
					Y
					
					Y
					
					Y
					
					Y
					
					Not mandatory for all
					Y
					
					Y
					Y
					
					N – Special circumstances granted to students in this position and parents informed that this is not government / LA policy.	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating
Someone becomes unwell with Covid-19 symptoms	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	Infect other people What harm can be caused? Catching COVID 19 which currently has around a 1.5% mortality rate. It is unclear on the number of life changes that are in place for people that have had the virus, however the level of people surviving is high. Harm caused by absence from school (minimum of 7 days).	15	• Students, staff and other adults should follow public health advice on when to self-isolate and what to do. They should not come into 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 anyone in school develops COVID-19 symptoms (ie. a new and continuous cough, a high temperature, a loss of, or change in their normal sense of taste or smell (anosmia), however mild, we must send them home and they should follow public health advice. • For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household. • If a student 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. Appropriate PPE should also be used if close contact is necessary. Further information on this can be found in the use of PPE in education, childcare and children's social care settings guidance. Any rooms they use should be cleaned after they have left. In an emergency, we will call 999 if someone 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, unless advised to • The household (including any siblings) should follow the PHE stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection. • We ask parents and staff to inform us immediately of the results of a test. • 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 (and in which case, a test is available) or the child subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. 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 COVID-19: cleaning of non-healthcare settings guidance. • This information is displayed on school website and in letter to parents.	Y Y Y Y Non-clinical PPE sourced and available -inc visor/mask, apron and gloves are in stock and in the room Y Y Y Y Y	8 (2x4)

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating

There is a confirmed case of coronavirus	Students Staff Visitors Drivers Cleaners
	
	Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions
	
	Anyone else who physically comes in contact with someone in relation to school
		Threat to heath / life
		
		Infect other people
		
		What harm can be caused? Catching COVID 19.
		
		It is unclear on the number of life changes that are in place for people that have had the virus, however the level of people surviving is high.
		
		Harm caused by absence from school (minimum of 7 days).
			15	• Students, staff and other adults should follow public health advice on when to self-isolate and what to do. They should not come into 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).
				• Close contacts will now be identified via NHS Test and Trace and education settings will no longer be expected to undertake contact tracing. As with positive cases in any other setting, NHS Test and Trace will work with the positive case and/or their parent to identify close contacts. Contacts from a school setting will only be traced by NHS Test and Trace where the positive case and/or their parent specifically identifies the individual as being a close contact. This is likely to be a small number of individuals who would be most at risk of contracting COVID-19 due to the nature of the close contact. We may be contacted in exceptional cases to help with identifying close contacts, as currently happens in managing other infectious diseases.
				• From 14 December 2021, 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 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:
				   o fully vaccinated adults – people who have had 2 doses of an approved vaccine
				   o all children and young people aged 5 to 18 years and 6 months, regardless of their vaccination status
				   o people who are not able to get vaccinated for medical reasons
				   o 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.
				• Students 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.
					Y
					
					Y
					
					Y
					
					Y
					
					Y
						10 (2x5)

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
				• Further information is available in NHS Test and Trace: what to do if you are contacted and in the stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection	Y	
				• Staff who do not need to isolate, and children and young people aged under 18 years 6 months who usually attend school, and have been identified as a close contact, should continue to attend school as normal. They do not need to wear a face covering within the school, but it is expected and recommended that these are worn when travelling on public or dedicated transport.	Y	
				• We 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 (see Stepping measures up and down section for more information) 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.	Y	
				• Children, parents, carers and visitors such as contractors are informed not to visit the setting if they are displaying any symptoms of Coronavirus (COVID-19) and limit visitors/contractors to school	Y	
				• We will provide wellbeing and pastoral support for both staff and students where Covid-19 is confirmed and where outcomes are serious: ie. Life-threatening and life-taking.	Y	
				• Staff and Parents made aware of the Bereavement Policy. This information is displayed on school website and in letter to parents.	Y	

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
Staffing: The school is in danger of closing because of low staffing levels	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	Dangerous levels of supervision for students Inadequate support for students and staff Inadequate first aid provision	16	Staffing levels are monitored and are sufficient to ensure there are enough members of staff to supervise students in school. School must be deemed 'a safe working environment'. NB. Section 44 of the employment rights act 1996 states that employees have the right "not to be subjected to any detriment" if they leave or refuse to return to work because they believe it is dangerous. There is a register of staff under the following headings: • staff who have/had Covid-19 • staff whose family members have Covid-19 • staff who are/were shielding • staff who have family members who are/were shielding Where staffing levels are below what is required, cover supervisors and agency supply staff can cover the shortfall. Provision is in place should members of the leadership team are ill with Covid-19. Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. School Policy and practice to be reviewed. Specialists, therapists, clinicians and other support staff for students with SEND should provide interventions as usual. We will manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record will be kept of all visitors. Support and Site staff levels are monitored to ensure there are enough members of staff to provide support and site maintenance/cleaning.	Y Y Y Y Reviewed and working with peripatetic /supply staff to enable attendance where possible and where required. Y Y Y	6 (2 x 3)

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
				Staff are informed of the symptoms of possible coronavirus infection, e.g. a cough, difficulty in breathing, high temperature, loss of sense of small and/or taste and are kept up-to-date with national guidance about the signs, symptoms, transmission of coronavirus, what to do if symptoms develop, what to do in class if students develop symptoms, and how Test and Trace works.	Y	
				Review workforce to identify staff with continuing health issues who are more prone to contracting Covid-19:	Y – staff invited to complete personal risk assessmen t	
				Clinically extremely vulnerable staff • Union Advice and Mitigation: Given the ongoing level of case rates, the position of staff who are at greater risk of adverse outcomes should they contract Covid-19 will continue to be properly considered and appropriate measures taken. This applies in particular to those staff identified as clinically extremely vulnerable (CEV) or unable to be vaccinated for medical reasons and to pregnant women in their third trimester of pregnancy. Individual risk assessments will be carried out on request and reviewed where previously carried out – for staff defined as CEV or unable to be vaccinated for medical reasons and for pregnant women in their third trimester of pregnancy.	Y	
				• Union Advice and Mitigation: Consideration will be given to appropriate additional risk mitigation measures specific to the individual, including implementing additional social distancing, additional PPE such as FFP2 or FFP3 grade masks, and safer and better-ventilated working locations in the workplace.	Y	
				• Union Advice and Mitigation: CEV staff should be supported to work from home by their employer where they request to do so following medical advice or an individual risk assessment, in accordance with the Local Government Association's most recent advice to local authorities and schools that requests **to continue working from home should be properly considered and granted unless there are compelling reasons not to do so.**	Y – where possible	

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
				• Union Advice and Mitigation: Pregnant women in their third trimester should also be permitted to work from home – if this is not possible, then medical suspension on full pay should be supported.	Y	
				• Union Advice and Mitigation: Individual risk assessments should also be offered to other staff previously defined as clinically vulnerable or with characteristics that may put them at significantly greater risk, such as age, ethnicity, sex and disability, and for any staff concerned about household members who may be at significantly greater risk. Such assessments should consider the same type of additional safety measures as above.	Y	
				• Union Advice and Mitigation: Appropriate PPE should be provided for any staff within the workplace who are at significantly greater risk.	Y	
				• Individual members of staff can request / submit an individual risk assessment and adjustments will be made according to their personal and/or medical circumstances.	Y	
				• Staff ensure that any unwell members of staff who are waiting to go home are moved to a quieter area of the school, away from others. Areas used by unwell members of staff who need to go home are appropriately cleaned once vacated.	Y	
				• If staff are waiting to go home, they are instructed to use different toilets to the rest of the school to minimise the spread of infection.	Y	
				• Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with the Health and Safety Policy, using PPE at all times.	Y	
				• Staff are encouraged to transfer information digitally, e.g. via email, and to avoid transferring information in paper format.	Y	
				• Staff are informed via email that they must not enter the school premises if they show signs of being unwell and believe they have been exposed to coronavirus.	Y	
				• Staff do not return to school before the minimum recommended exclusion period (or the 'self-isolation' period) has passed, in line with local and national guidance.	Y	
				• Staff inform the headteacher when they plan to return to work after having coronavirus.	Y	
				• Staff notify the headteacher if they have an impaired immune system or a medical condition that means they are more vulnerable to infections – alternate working arrangements are put in place where required. Any	Y	

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
				additional provisions for staff who are more vulnerable to infections are put in place by the headteacher.		
				• Everyone is instructed to monitor themselves and others and look out for similar symptoms if somebody has been sent home with suspected coronavirus.	Y	
				• Staff are vigilant and report concerns about their own, a colleague's or a student's symptoms to the headteacher.	Y	
				• Communication channels are available to all staff.		
				• Staff are informed via email about who they can talk to if they have concerns, e.g. about their commitments, health, workload and mental wellbeing.	Y	
				• Staffing allocations are designed to minimise staff exposure to coronavirus, group sizes, and any additional workload.	Y	
				• Staff are encouraged to discuss how to manage their workload and balance their commitments, e.g. caring for dependants.	Y	
				• Staff are aware of how to report sickness and how they will be paid during their absence.		
				• All staff members' emergency contact details are up-to-date, including alternative emergency contact details, where required. Staff members' alternative contacts are contacted where their primary emergency contact cannot be reached.	Y	
				• The First Aid Policy is up-to-date and outlines the management of medical emergencies – medical emergencies are managed in line with this policy.	Y	
				• Staff and volunteers avoid contact with people who show symptoms of coronavirus, both in and out of school.	Y Y	
				• Where a member of staff must accompany or supervise a student showing symptoms of coronavirus, infection control procedures and social distancing arrangements are adhered to at all times.	Y	
				• Staff and volunteers avoid non-essential work-related travel, where practicable	Y	
				• Staff experiencing anxiety or staff who have concerns are supported to ensure they are comfortable coming into school and to ensure maximum staff availability / attendance.	Y Relies on staff communicati ng feelings	
				• Staff are responsible when booking holidays and consider any requirements to self-isolate on return so as not to impact negatively on staffing levels. Unexpected absences due to self-isolation impositions or	Y	

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
				local lockdowns to be dealt with through supply teachers. Regular review of travel corridor guidance.	Relies on staff communication and integrity	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating
Resources: Resources are running low so school at risk of closing	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	Inadequate level of resources to support student learning and curriculum delivery Inadequate resources to keep students safe	6	• Sound financial management • Weekly review of resources • Increased costs are recorded and monitored: o Increased related costs associated with additional cleaning and resources.	Y Y Y	4 (2 x 2)

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
Cleaning: Stocks / staffing are dangerously low putting school at risk of closure	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	Critical levels of cleaning products lead to an inability to secure clean working environments which will lead to an increased risk of infection or spreading of the virus Inadequate support for students and staff	16	• A good supply and stock of soap and alcohol-based hand sanitiser; adequate hand-washing facilities to enable staff, students and visitors to clean hands more often than usual - washing hands thoroughly for 20 seconds with running water and soap and drying them thoroughly or using alcohol hand rub or sanitiser ensuring that all parts of the hands are covered • Good respiratory hygiene is promoted through the 'catch it, bin it, kill it' approach; plus readily available tissues. • A good supply and stock of standard cleaning products, such as detergents and bleach to ensure that frequently touched surfaces are cleaned often.	Y/N Sanitiser used instead of hand washing Y Y	6 (2x3)

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
Health and Safety: Staff, parents, unions deem the health and safety measures in place inadequate resulting in low staffing or student attendance levels	Students Staff Visitors Drivers Cleaners

Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions

Anyone else who physically comes in contact with someone in relation to school | Dangerous levels of supervision for students

Inadequate first aid provision

Inadequate support for students and staff | 20 | Add to and adapt the Health and Safety Policy to include aspects linked to Covid-19.

Unions deem school a 'safe working environment.

Agree procedures for staff to work safely and to maintain classrooms for the continued teaching of students.

Where necessary, wear appropriate personal protective equipment (PPE) (02-07-2020). DfE guidance states: The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:
• where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained
• where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used
• staff to read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it: https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care

Review drop off and collection protocols for parents and review the school travel plan.

Ensure 'normal' health and safety / PPM checks continue. | Y

N

Y
Planning and procedures agreed – constant revision due to Governme nt updates

Y

Y

Y | 10 (2 x 5) |

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
				Educational visits • In line with the Government's roadmap, the Department for Education has confirmed that schools can resume educational day visits. This includes school trips to museums, galleries, attractions and other educational settings. Any school trip must still be carried out in line with relevant coronavirus guidelines and regulations in place at that time of taking the educational visit. Viability and insurance must be in place as part of the risk assessment for the visit and all visits are subject to cancellaion/postponement/additional measures in the light of national or local outbreaks.	Y	
				Educational visits abroad • Given the likely gap in COVID-19 related cancellation insurance, if considering booking a new visit, whether domestic or international, advice is to ensure that any new bookings have adequate financial protection in place.	Y	
				• DfE recommend that we can go on international visits. However, 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.	Y	
				• We must speak to our 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.	Y	
				Risk assessments • Full and thorough risk assessments in relation to all educational visits must be completed and ensure that any public health advice, such as 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).	Y	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
Site constraints: adaptations to make the site safe within Covid-19 guidelines are physically or financially prohibitive	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	Dangerous levels of supervision for students Inadequate first aid provision Inadequate support for students and staff	16	Review what physical changes and adaptions will need to be made to the site – both in terms of a safe entry/exit to the school for all and safety around the site during lessons and recreation times.	Y Adaptations trialled in the Summer Term to be scaled up for whole-school – challenges: arrival and departure; unstructured times	8 (2 x 4)
				Groups access classrooms straight from outside rather than coming through an entrance and corridor	Y	
				Union Advice and Mitigation: Arrangements for students and parents queuing on arrival, parents waiting to collect children, staff supervising students on arrival or departure, reception of visitors etc should continue to maintain appropriate distancing.	Y Y	
				Only one parent/carer per child to arrive and collect children.	Y	
				No parent/carer standing at the gate (creating a bottle neck)	Y	
				No parent to come into classroom.	Y	
				Bikes and scooters stored safely apart not thrown on floor (students only use their own scooter/bike)	Y	
				Staff are responsible for the organisation and layout of their classroom.	Y	
				Students to use their own stationery and not share pens/pencils or other equipment with each other in the group.	Y	
				Students should limit the amount of equipment they bring into school each day, including essentials such as: lunch boxes; hats and coats; books; stationery. Bags are allowed.	Y	
				Where possible students sit at the same desk every day.	Y	

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
				Students outdoor coats and bags to be placed under their own desk to prevent going into corridors to hang up on pegs or mixing clothing with other students. No initial use of lockers.	Y	
				Where possible hold lessons outside within the school grounds in their "groups" maintaining social distancing. In cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space.	Y	
				Provide talks to children on "social distancing".	Y	
				Where possible keep a window open for ventilation. Where possible keep door open to corridor to avoid touching handles (when leaving room door should be closed for fire safety	Y	
				Review Pandemic Plan in terms of how the site will be secured if any cases of Covid-19 occur.	Y	
				Review Lettings and make decisions as to when these may be re-started.	Y	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
Workload: staff workload in terms of emergency curriculum planning and adaptation is prohibitive in terms of time and practicality	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	Excessive staff workload Staff stress and anxiety; poor levels of wellbeing Dissatisfaction Inability to teach effectively Staff absence	12	Review the workload associated with key expectations from DfE re: curriculum provision in 2021-2022: • DfE priority is to deliver face-to-face, high-quality education to all students. The evidence is clear that being out of education causes significant harm to educational attainment, life chances, mental and physical health. • The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that students need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage. • It is clear what end points the curriculum is building towards and what students need to know and be able to do to reach those end points. • The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points. • The curriculum reflects the school's local context by addressing typical gaps in students' knowledge and skills. Curriculum planning accounts for delays and gaps in learning that arise as a result of the pandemic. • The curriculum remains as broad as possible for as long as possible, including when delivered remotely. Students are able to study a strong academic core of subjects. • There is high ambition for all students, and the school does not offer disadvantaged students or students with SEND a reduced curriculum. **Remote Learning** The Remote Education Temporary Continuity Direction means that we are still required to provide remote education to students covered by the direction where their attendance would be contrary to government guidance or legislation around coronavirus (COVID-19). This includes, for example, where such guidance means that a class, group or small number of students need to self-isolate or that clinically extremely vulnerable children are to shield. All such students not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day. In developing these contingency plans, we have followed DfE guidance to make sure that we:	Y Full curric. is being taught across KS2 and KS3	9 (3 x 3)

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating
				o use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations. o give access to high quality remote education resources. o select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use. o provide printed resources, such as textbooks and workbooks, for students who do not have suitable online access. o recognise that younger students and some students with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. o When teaching students remotely, we follow DfE expectations to: • set assignments so that students have meaningful and ambitious work each day in a number of different subjects. • teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject. • provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos. • gauge how well students are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work. • enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding. • plan a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers. DfE expects schools to consider these expectations in relation to the students' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. DfE expects	Y Y Y Y Y Y	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
				schools to avoid an over-reliance on long-term projects or internet research activities. Measures to mitigate the risk of increased workload: • Review curriculum provision and adaptations necessary with staff for both students in school and for emergency home-learning tasks. Curriculum planning should not exceed normal school planning expectations and should be planned around staff expertise and specialism. • Ensure that emergency remote-learning is managed well so that feedback workload does not increase. • Ensure that technology enhances learning and that time is provided for staff to learn how to use new technologies. • Follow Cleapps guidance GL344 Guide for doing practical work in DT, Food and Art, ICT suites • Laptops/ipads/keyboards/instruments – where possible, these should continue to be cleaned before use and between each "group use" using wipes. • Review communications and ensure that staff, students and parents are kept up-to-date and 'in touch'. Use remote communication strategies for meetings (Microsoft Teams, Google Meet and Zoom) and for keeping in touch. Address social needs as well as organisational needs.		

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
Loss of education Stress and mental health Parents and students anxious Staff working long hours delivering face to face as well as setting work for those students at home	Students	Widening of learning, attainment, experience gaps Stress and anxiety leading to loss of sleep and changes in behaviour. Resulting in time of work/school Increase in absenteeism	16	Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn. There will obviously be some gaps in leaning. This is how we mitigate those gaps: • Work provided during lockdown was planned to ensure gaps were not exacerbated whilst still providing students with challenging, meaningful and relevant tasks to complete – fully accepting that every student's experience will have been different. • Induction planned for first days of return along with ongoing wellbeing support for students as part of Tutor/Community time. • Students may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. We will mitigate this by contextualising these feelings as normal responses to an abnormal situation and by providing support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression; we will provide tailored support where required. We will use a tiered approach to support with some support being for whole groups, some support for specific groups and some support for individuals. Other students will not be experiencing any challenges and will be keen and ready to return to school. • Formative assessment and diagnosis of gaps by staff as students are being taught (no additional baseline testing to be used) and adaptations to the curriculum • Additional support, tutoring and catch-up put in place for students who demonstrate significantly greater loss of learning than peers • Following Government advice on EHCP students https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people. Those with an EHC plan should be **risk-assessed** - https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance Share risk assessment with staff working with student with EHCP	Y Y Y Y Y Y Y	9 (3 x 3)

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	**Reviewed risk rating**
				• Clear communication to parents on returning to school and how this will be managed.	Y	
				• Additional pastoral support provided. It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. We will work with those students who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.	Y	
				• Regular updates to parents on safety measures in place	Y	

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures Y/N/NA	
					In Place	Reviewed risk rating
Lack of daily routines increase the risk of transmission of the virus	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	Routines result in large numbers of staff and students mixing and potentially spreading the virus. Excessive staff workload in terms of re-modelling the routines and practices of the school. Staff stress and anxiety; poor levels of wellbeing. Dissatisfaction. Inability to teach effectively. Staff absence. Not scalable.	12	Revise and establish new routines through Behaviour for Learning framework: • Our Behaviour for Learning Policy and Covid-19 addendum will be updated with revised rules/policies, and will be communicated clearly and consistently to staff, students and parents, setting clear, reasonable and proportionate expectations of student behaviour. This will include rewards and sanctions – especially for expectations related to movement within school and new hygiene rules. • Each room will be supplied with a hygiene kit (hand-sanitiser, anti-bacterial wipes, disinfectant spray, protective gloves, tissues), stationery for students and a pedal bin. • Government Guidelines if students become ill at school will be followed. • Staff (teachers, TA's MDDS) must inform Cover Supervisor before 7.00 am if they are going to be absent for COVID or NON COVID reason. • Safeguarding team will coordinate safeguarding, pastoral work and transition arrangements.	Y Y Y Y Y	6 (2 x 3)

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
Stepping measures up and down – Local outbreak of COMDI9	Students and staff from school and other schools	Spreading of the virus leading to Illness and death	5 x 5 = 25	• Outbreak management plan and/or contingency plan in place and regularly updated	Y	3 x 4 = 12
				• Follow DFE contingency framework: education and childcare setting advice: this would come into force if the number of positive cases substantially increases. Information on what circumstances might lead us to consider taking additional action, and the steps we should work through, can be found in the contingency framework. The contingency framework describes the principles of managing local outbreaks of COVID-19 in education and childcare settings.	Y	
				• Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) can recommend measures described in the contingency framework in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities.	Y	
				• Public health advice sought for local outbreaks meeting the following threshold whichever is first: ○ 5 children, students, or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or ○ 10% of children, students, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period	Y	
				• Local spikes in COVID19 to be managed through a dynamic risk assessment approach. Possible control measures might include: • Reinstating previous mitigations: face coverings in class, face coverings in communal areas, not having large gatherings (eg. assemblies), relocating activities to take place outdoors. • Reintroducing social distancing • Further ventilation indoors, where this would not significantly impact thermal comfort • Limiting and/or cancelling • residential educational visits • open days • transition or taster days • parental attendance in settings • live performances in settings	Y	

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Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Risk rating	Normal Control Measures	Are Normal Control Measures *Y/N/NA*	
					In Place	Reviewed risk rating
				• One-off enhanced cleaning focussing on touch points and any shared equipment (NB. enhanced and regular cleaning of high-contact touchpoints during the school day is included as part of our in-school Covid-19 management) • Extra testing • Moving to home-learning for cohorts of students and/or the whole school Public Health may also advise the following additional measures: • strengthened communications to encourage pupils and students to undertake twice weekly rapid asymptomatic home testing and reporting • reinstating on-site rapid LFD testing in secondary schools, colleges and universities for a 2-week period to encourage uptake of twice weekly testing • increased frequency of testing • Assemblies moved to remote. • Parents evening to move to remote delivery • Review events and trips, transition and taster days. • Review poorly ventilated areas (use of CO2 monitor) • Restrict attendance as a last resort • Shielding reintroduced by national government and school to follow guidance		

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RISK RATING

Likelihood (L) x Severity (S) = Risk Value (RV) = Risk Rating (RR) = Action Priority (AP)

Likelihood	
1	Unlikely to happen at all
2	Could happen but rarely
3	Likely to happen
4	Highly likely to happen
5	Almost certainly happen

Severity	
1	Minor Injury e.g. bruise, graze /No impact
2	Requiring medical attention / Low impact
3	Temporary disability / Partial school closure / Medium impact
4	Serious injury / long term illness / School closure / Significant impact
5	Death or permanent disability/School closed permanently/Dangerous

Risk Value	Risk Rating	Action Priority
16 - 25	Very High	Stop activity until risk is controlled
10 - 15	High	Take action straight away to control risk
6 - 9	Medium	Identify improvements to controls & a plan to implement them
3 - 5	Low	Low priority but consider possible action
1 - 2	Very Low	Further action may not be reasonably practicable

RISK ASSESSMENT REVIEW:

Where changes are identified at review the original risk assessment should be updated and saved as a new version (a copy of the original risk assessment should be retained). If no changes are required, this should be noted below.

Date of Review:	Assessor's Name:	Assessor's Signature:	Outcome of review: (Risk assessment reviewed & re-issued / No changes identified)	Senior Manager's Name:	Senior Manager's Signature:	Date signed:	Next Review Due:
04-06-20	MGSimpson	MGS	Changes identified	MGSimpson	MGS	04-06-00	
06-07-20	MGSimpson	MGS	Changes identified – all changes highlighted by the use of a different font: Bahnschrift SemiBold	MGSimpson	MGS	06-07-20	
05-08-20	MGSimpson	MGS	Changes made – additional changes highlighted by the use of a different font: Bahnschrift SemiBold	MGSimpson	MGS	05-08-20	

Date of Review:	Assessor's Name:	Assessor's Signature:	Outcome of review: (Risk assessment reviewed & re-issued / No changes identified)	Senior Manager's Name:	Senior Manager's Signature:	Date signed:	Next Review Due:
09-11-20	MGSimpson	MGS	Changes made – additional changes highlighted by the use of a different colour and highlighting	MGSimpson	MGS	09-11-20	
29-11-20	MGSimpson	MGS	Changes made – additional changes highlighted by the use of a different colour and highlighting	MGSimpson	MGS	29-11-20	
03-01-21	MGSimpson	MGS	Changes made – additional changes highlighted by the use of a different colour and highlighting	MGSimpson	MGS	03-01-21	
01-03-21	MGSimpson	MGS	Changes made – additional changes highlighted by the use of a different colour and highlighting	MGSimpson	MGS	01-03-21	
17-05-21	MGSimpson	MGS	Changes made – additional changes highlighted by the use of a different colour and highlighting	MGSimpson	MGS	17-05-21	
30-08-21	MGSimpson	MGS	Changes made – additional changes highlighted by the use of a different colour and highlighting	MGSimpson	MGS	30-08-21	
19-12-21	MGSimpson	MGS	Changes made – additional changes highlighted by the use of a different colour and highlighting	MGSimpson	MGS	19-12-21	

<u>Guidance</u>

Coronavirus what you need to know https://www.gov.uk/coronavirus

Schools coronavirus (COVID-19) Operational Guidance
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf

Actions for schools during the coronavirus outbreak
https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak

Education and Childcare https://www.gov.uk/coronavirus/education-and-childcare

AfPE Guidance for PE https://www.afpe.org.uk/physical-education/wp-content/uploads/afPE-Covid-19-FAQs-February-2021.pdf

Coronavirus (COVID-19): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events
https://www.gov.uk/guidance/coronavirus-covid-19-grassroots-sports-guidance-for-safe-provision-including-team-sport-contact-combat-sport-and-organised-sport-events

Guidance for people who work in performing arts, including arts organisations, venue operators and participants.
https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts#arts-6-4

HSE Guidance on Ventilation https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm

Safer travel guidance for passengers https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers

Getting Tested https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested

Information for the public: https://www.gov.uk/guidance/coronavirus-covid-19-information-for-the-public

Blog and frequently asked questions: https://publichealthmatters.blog.gov.uk/category/coronavirus-covid-19/

Catch it Bin it Kill it poster https://www.england.nhs.uk/south/wp-content/uploads/sites/6/2017/09/catch-bin-kill.pdf

NHS 111 online https://111.nhs.uk/covid-19/

COVID-19: guidance for households with possible coronavirus infection https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance

Clinically vulnerable people https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19

Local Public Health Protection Team https://www.gov.uk/health-protection-team

Travel corridors https://www.gov.uk/guidance/coronavirus-covid-19-travel-corridors#countries-territories-and-regions-on-the-travel-corridor-list

Coronavirus (COVID-19): red list travel ban countries
https://www.gov.uk/guidance/transport-measures-to-protect-the-uk-from-variant-strains-of-covid-19#travel-bans-to-the-uk---banned-countries

Local restrictions and Tiers https://www.gov.uk/guidance/local-restriction-tiers-what-you-need-to-know

The coronavirus (COVID-19) asymptomatic testing in schools and colleges https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-in-schools-and-colleges

Face coverings in education https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education

Guidance and advice on coronavirus (COVID-19) and pregnancy from the Royal College of Gynaecologists. https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/covid-19-virus-infection-and-pregnancy/

Coronavirus (COVID-19): advice for pregnant employees
https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees

COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding
https://www.gov.uk/government/publications/covid-19-vaccination-women-of-childbearing-age-currently-pregnant-planning-a-pregnancy-or-breastfeeding/covid-19-vaccination-a-guide-for-women-of-childbearing-age-pregnant-planning-a-pregnancy-or-breastfeeding

Further guidance on RIDDOR reporting of COVID-19
https://www.hse.gov.uk/coronavirus/riddor/riddor-reporting-further-guidance.htm

COVID-19: cleaning in non-healthcare settings outside the home https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings

Protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus (COVID-19) outbreak
https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak

Guidance for food businesses on coronavirus

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Other resources:
http://schoolwell.co.uk/coronavirus-resources-for-wellbeing-and-mental-health/