

Risk Assessment

St. Michael's CofE

Establishment operation from 24 February 2022 : response to Coronavirus

(COVID-19). Issue 6.6 (Further detail is captured in the Background and Context description below)

Section 1:

Date of Assessment: 27/07/20	MAT/Establishment/Section/Team: St Michael's Primary School, Stoke Gifford	Review date: (Complete once the action plan section below is addressed)	
Assessed by: <small>Please print names of all those involved with this assessment.</small>	1. Pete Barnard and Jo Prendergast (Head and Deputy)	Dates:	V1 27/7/20 V2 27/8/20
	2. Lorraine Perham (Business Manager)		V3 4/9/20 V4 10/9/20
	3. Ellen Hughes (Union Rep)		V5 12/10/20 V6 5/11/2020
	4. Malcolm Fiddler (Governor)		V7 3/1/2021 V8 8/1/2021
Staff signatures: I/We have read and understood this RA and our role in its implementation.	1. <i>Joanna Prendergast</i>		V9 16/2/21 V10 1/3/2021
	2. <i>Pete Barnard</i>		V11 16/4/21 V12 14/5/21
	3. <i>Ellen Hughes</i>		V13 01/09/21 V14 01/11/21

	4. <i>Malcolm Fiddler</i>		V15 15/11/21 V16 20/11/21
	<i>Sarah Bradley</i> <i>Lorraine Perham</i>		V17 04/01/22 V18 07/01/22 V19 28/02/22

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Part A: Background and Context

This risk assessment has been developed with reference to:

- Schools Covid-19 operational guidance (July 2021- updated February 2022) [Schools COVID-19 operational guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/104222/schools-covid-19-operational-guidance.pdf)
- Actions for early years and childcare providers during the COVID-19 pandemic (July 2021 – updated February 2022) [Actions for early years and childcare providers during the coronavirus \(COVID-19\) outbreak - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/104222/actions-for-early-years-and-childcare-providers-during-the-coronavirus-covid-19-outbreak.pdf)
- SEND and specialist settings: additional COVID-19 operational guidance (6 July 2021 – updated February 2022) [SEND and specialist settings: additional COVID-19 operational guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/104222/send-and-specialist-settings-additional-covid-19-operational-guidance.pdf)
- Contingency Framework: Education and childcare settings (August 2021 – updated February 2022) [Contingency framework: education and childcare settings \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/104222/contingency-framework-education-and-childcare-settings.pdf)

Rationale for guidance for schools from September 2021.

Government guidance has been developed on the premise that disruption to children and young people's education must be minimised. The [Evidence summary: COVID-19 - children, young people and education settings - Contingency framework: education and childcare settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/104222/evidence-summary-covid-19-children-young-people-and-education-settings-contingency-framework-education-and-childcare-settings.pdf) sets out the evidence relevant to, and in support of, the government's decision to revise the guidance on the COVID-19 safe working and protective measures that have been used within settings, colleges and early years settings in England during the pandemic.

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In making this decision, the government has balanced education and public health considerations – weighing the impact of these measures on teaching, educational attainment, the health and wellbeing of children, pupils, students and staff and the functioning of schools, colleges and early years settings, against the COVID-19 risks in a context that has now fundamentally changed due to the success of the vaccination programme.

Version 6.3 Update to above issued on 2 January 2022 (reproduced directly from the guidance).

The government continues to manage the risk of serious illness from the spread of the virus. The Prime Minister announced on 27 November the temporary introduction of new measures as a result of the Omicron variant and on 8 December that Plan B, set out in the autumn and winter plan 2021, was being enacted. As a result, these measures are reflected in this guidance for schools. This advice remains subject to change as the situation develops.

COVID-19 continues to be a virus that we learn to live with and the imperative to reduce the disruption to children and young people’s education remains. Our priority is for you to deliver face-to-face, high-quality education to all pupils. The evidence is clear that being out of education causes significant harm to educational attainment, life chances, mental and physical health. We have worked closely with the Department of Health and Social Care (DHSC) and the United Kingdom Health Security Agency (UKHSA) to revise this guidance.

Version 6.4 issued 10 January 2022: Minor updates re: changes to response to a positive Lateral Flow Test.

Version 6.5 issued on 25 January 2022: Updated to reflect the removal of additional measures introduced as part of ‘Plan B’ referred to in issue 6.3 above.

Version 6.6 issued on 24 February 2022: Updated to reflect the Prime Minister’s announcement on 21 February 2022 setting out the steps required as we ‘learn to live with’ COVID-19. This includes the lifting of the legal requirements for self isolation and changes to asymptomatic testing requirements. [COVID-19 Response: Living with COVID-19 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/covid-19-response-living-with-covid-19)

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As at the 28/02/22 we are adapting this risk assessment to take into consideration advice issued by their local Public Health Team and other updates relevant to our activities and experience in practice.

Contingency Planning

Government guidance requires settings to have an Outbreak Management Plan (sometimes called contingency plan) outlining how they would operate if any of the following circumstances applied to their setting or area:

- a COVID-19 outbreak within a setting
- if there is extremely high prevalence of COVID-19 in the community and other measures have failed to reduce transmission
- as part of a package of measures responding to a Variant of Concern (VoC)

This includes how we would ensure every child, pupil or student receives the quantity and quality of education and care to which they are normally entitled.

If necessary we will reinstate relevant control measures from our 2020-21 risk assessment to address the areas set out in [Contingency framework: education and childcare settings - GOV.UK \(www.gov.uk\)](#)

Control Measures

This risk assessment addresses the essential control measures set out in the government guidance referred to above. They are as follows:

Settings should:

- 1. Ensure good hygiene for everyone.***
- 2. Maintain appropriate cleaning regimes.***
- 3. Keep occupied spaces well ventilated.***
- 4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.***

We have adapted this risk assessment in consultation with relevant partners including trade union representatives where available. This risk assessment will be made publicly available to those who wish to see it.

Part B:

What is the Task/Activity or Environment you are assessing?	What Hazards are present or may be generated? (Use a row for each one identified)	Who is affected or exposed to hazards?	What Severity of Harm can reasonably be expected? (See Table 1)	What Precautions (Existing Controls) are already in place to either eliminate or reduce the risk of an accident happening?	What Likelihood is there of an accident occurring? (See Table 1)	What is the Risk Rating ? (See Table 2 and 3)
1: ENSURE GOOD HYGIENE FOR EVERYONE						
Hand hygiene	Poor hand hygiene increases the likelihood of infection from coronavirus	Pupils and staff	Serious	Opportunities are provided for staff and pupils to clean their hands with soap and water and dry thoroughly: <ul style="list-style-type: none"> ● on arrival at setting ● after using the toilet ● after breaks and sporting activities ● before food preparation ● before eating any food, including snacks ● before leaving setting ● after sneezing/coughing. 	M	M

				<p>Covered bins available for disposal of paper towels will be emptied periodically during the day.</p> <p>Signage about how to wash hands properly is on display and reinforced with pupils.</p> <p>Where sinks are not easily accessible hand sanitiser will be available.</p> <p>Supervision by staff is provided as needed.</p>		
Respiratory Hygiene	Poor respiratory hygiene increases the likelihood of infection from exposure to coronavirus.	Pupils and staff	Serious	<p>Catch it, kill it, Bin it – tissues are available in all classrooms, staffroom and reception at a minimum. The message is reinforced with pupils.</p> <p>Covered bins are available for the disposal of used tissues.</p>	L	L
2. MAINTAIN APPROPRIATE CLEANING REGIMES						
Cleaning	Person contracts COVID 19 as a result of inadequate cleaning	Pupils and staff	Serious	<p>WE HAVE REVIEWED THE CLEANING ARRANGEMENTS SET OUT BELOW TO ENSURE THAT ALL HIGH-RISK AREAS ARE COVERED IN OUR SCHEDULE (28.2.22).</p> <p>For settings employing their own cleaners: Our cleaning specification has been reviewed to ensure we comply with requirements set out in https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</p> <p>Where our own cleaners and/or additional staff are required</p>	M	M

				<p>to undertake cleaning duties we have ensured that they have received appropriate training and are provided with PPE, as set out in guidelines above. This also applies to other staff who may be asked to carry out cleaning duties during this period.</p> <p>We have identified cleaning of high-risk areas to be undertaken throughout the setting day to include:</p> <ul style="list-style-type: none"> ● Door handles ● Kettles ● Taps ● Switches ● Phones (by individuals using them) ● Laptops (by individuals using them) ● Printers and photocopiers ● Staffroom/ food preparation ● Surfaces that pupils are touching e.g.: chairs, tables, doors, sinks, toilets, bannisters, light switches, etc. <p>As a minimum, frequently touched surfaces will be wiped down twice a day, and one of these should be at the beginning or the end of the working day. Cleaning will be more frequent depending on the number of people using the space, whether they are entering and exiting the setting and access to handwashing and hand-sanitising facilities. Cleaning of frequently touched surfaces is particularly</p>		
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				<p>important in bathrooms and communal kitchens.</p> <p>Our document stating how this will be applied and inspected in practice has been shared with relevant staff and is available at request from Lorraine P</p>		
Safe use of cleaning products	<p>Inappropriate exposure to cleaning product results in allergic reaction/ poisoning etc</p> <p>Storage arrangements of cleaning product change increasing potential for unauthorised 'use' by pupils.</p>	Pupils and staff	Serious	<p>All staff involved in cleaning duties will receive training re: safe use and storage of cleaning materials.</p> <p>PPE will be provided for all cleaning activities.</p> <p>Safety data sheets for cleaning products are available.</p> <p>Only recommended cleaning products will be used.</p>	L	L
	<p>Use of hand sanitiser: potential for improper use and ingestion.</p>	Pupils and staff	Serious	<p>We are providing/allowing the use of hand sanitisers that contain at least 60% alcohol.</p> <p>Staff supervision provided as required</p> <p>We have obtained the Safety Data Sheet for the product(s). They advise on action to be followed if the sanitiser is not used as designed i.e., a child drinks some; it gets in eyes etc.</p> <p>This will also help with potential reactions to the product.</p> <p>We have and will secure adequate supplies of the product and provide it, especially in areas such as reception to the building(s).</p>	L	L

3. KEEP OCCUPIED SPACES WELL VENTILATED						

Ventilation (Open windows and doors are recommended as a means of improving air circulation within the building)	Falls from height (open windows)	All premises occupants	Serious	Whilst taking into consideration the necessity to increase ventilation by improving air circulation within the building we have advised staff that window opening restrictors must not be removed.	L	
	Additional doors and windows are left open compromising site security/fire safety.	All premises occupants	Serious	We have reviewed our site and identified doors that could remain open without compromising fire safety/ and or security. Here, for high-risk areas such as kitchens and boiler rooms fire doors will be kept in the closed position. Lower risk rooms such as classrooms and offices may be propped open with removeable things - a weight or wedge - if there are people present who will be tasked with removing it if the alarm goes off and at the end of the day. Door guards etc, will continue to be used to improve circulation in the building (and also reduce the need for touching the door handles).	L	
	Inadequate ventilation contributes towards the spread of coronavirus.	All premises occupants	Serious	We will ensure that our building is heated to a temperature whereby staff and pupils can work comfortably whilst	L	

	<p>Open windows in the winter months mean that the temperature in buildings is uncomfortable.</p>			<p>endeavouring to ensure that there are measures in place to ensure good ventilation.</p> <p>This will be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> ● mechanical ventilation systems – these will 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). Here, we have taken advice from our contractors re: the suitability of our air conditioning system for use at this time and taken the following action: As of 28th Feb '22 we have no mechanical ventilation devices at St. Michael's ● natural ventilation – opening windows (in cooler weather windows will 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) 		
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				<p>We note the following advice from HSE:</p> <p>https://www.hse.gov.uk/temperature/thermal/managers.htm</p> <p>https://www.cibse.org/coronavirus-covid-19/coronavirus-sars-cov-2,-covid-19-and-hvac-systems</p> <p>NB: Minimum workplace temperature is 16 degrees centigrade.</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures will also be used as appropriate:</p> <ul style="list-style-type: none"> ● opening high level windows in preference to low level to reduce draughts ● increasing the ventilation while spaces are unoccupied (e.g., between classes, during break and lunch, when a room is unused) ● providing flexibility to allow additional, suitable indoor clothing. Including advising staff and pupils re: the value of layering clothing. ● rearranging furniture where possible to avoid direct drafts 		
Ventilation – Use of CO2 monitor	Poor positioning of CO2 monitor gives inaccurate or misleading readings	All premises occupants	Serious	We note CO2 levels vary within an indoor space. It's best to place CO2 monitors at head height and away from windows, doors, or air supply openings.	L	L

				<p>Monitors should also be positioned at least 50cm away from people as their exhaled breath contains CO2. If monitors are too close, they may give a misleadingly high reading.</p> <p>Measurements within a space can vary during the day due to changes in numbers of occupants, activities, or ventilation rates. Doors and windows being open or closed can also have an effect.</p> <p>The amount of CO2 in the air is measured in parts per million (ppm). If our measurements in an occupied space seem very low (far below 400ppm) or very high (over 1500ppm), it's possible our monitor is in the wrong location. We will move it to another location in the space to get a more accurate reading.</p> <p>Instantaneous or 'snapshot' CO2 readings can be misleading. We will take several measurements throughout the day frequently enough to represent changes in use of the room or space. Then calculate an average value for the occupied period.</p> <p>We note the need to repeat monitoring at different times of the year as outdoor temperatures change and this will affect worker behaviour relating to opening windows and doors when your space relies on natural ventilation.</p> <p>Our readings will help us decide if a space is adequately ventilated. We will record and retain these readings.</p>		
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	<p>Inaccurate reading of CO2 monitors leads to misinterpretation of ventilation levels within a room.</p>	<p>All premises occupants</p>	<p>Serious</p>	<p>We will</p> <ul style="list-style-type: none"> ● Check our monitor is calibrated before making CO2 measurements. Follow the manufacturer’s instructions, including the appropriate warm-up time for the device to stabilise. ● Know how to use our portable monitor correctly, including the time needed to provide a reading. ● Take multiple measurements in occupied areas to identify a suitable sampling location to give a representative measurement for the space. In larger spaces it is likely that more than one sampling location will be required. ● Take measurements at key times throughout the working day and for a minimum of one full working day to ensure our readings represent normal use and occupancy. ● Record CO2 readings, number of occupants, the type of ventilation you’re using at the time and the date. These numbers will help you use the CO2 records to decide if an area is poorly ventilated 	<p>L</p>	<p>L</p>
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	<p>Inadequate response to CO2 monitor readings</p>			<p>CO2 measurements will be used as a broad guide to ventilation within a space rather than treating them as 'safe thresholds'.</p> <p>We note that outdoor levels are around 400ppm and indoors a consistent CO2 value less than 800ppm is likely to indicate that a space is well ventilated.</p> <p>An average of 1500ppm CO2 concentration over the occupied period in a space is an indicator of poor ventilation. We will take action to improve ventilation where CO2 readings are consistently higher than 1500ppm.</p> <p>However, where there is continuous talking or singing, or high levels of physical activity (such as dancing, playing sport or exercising), providing ventilation sufficient to keep CO2 levels below 800ppm is recommended.</p> <p>Identifying poorly ventilated areas by using CO2 monitors (hse.gov.uk)</p> <p>DfE 'How to' Use CO2 monitors in education and childcare settings Schools & Colleges handbook (7Op.co.uk)</p> <p>Gary to monitor the readings in books on a weekly basis and act accordingly if high readings are detected.</p>	<p>L</p>	<p>L</p>
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4. FOLLOW PUBLIC HEALTH ADVICE ON TESTING, SELF ISOLATION AND MANAGING CONFIRMED CASES OF COVID-19

<p>Engagement with the NHS Test and Trace Process.</p> <p>Access to testing</p>	<p>Failure to follow PHE/ NHS Test and Trace procedures increases the likelihood of exposure to coronavirus in the setting community.</p>	<p>Pupils and staff</p>	<p>Serious</p>	<p>Relevant staff understand the NHS Test and Trace process and know how to contact their local Public Health England health protection team.</p> <p>Where necessary we will direct members of the setting community with symptoms of coronavirus to https://www.gov.uk/get-coronavirus-test</p> <p>Home test kits are available in our setting and will be offered in the exceptional circumstance that we believe an individual may have barriers to accessing testing elsewhere. We note that it is for settings to determine how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils, and will therefore provide these to staff or pupils on the basis of an agreed set of criteria to be determined by the setting.</p> <p>Coronavirus (COVID-19): test kits for schools and FE providers - GOV.UK (www.gov.uk)</p> <p>We will ask parents and staff to inform us immediately of the results of a test.</p>	<p>L</p>	<p>L</p>
<p>Contact with infected persons/ exposure to the virus within the setting.</p>	<p>Person contracts coronavirus as a result of direct contact with an infected person (or a symptomatic person) entering the premises.</p>	<p>Pupils and staff</p>	<p>Serious</p>	<p>Guidance has been issued to the entire school community.</p> <p>If anyone in the setting becomes unwell with a new and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they must be stay at home and are advised to follow guidance for households with possible or confirmed</p>		

			<p>coronavirus (COVID-19) infection:</p> <p>From 24 February see:</p> <p>COVID-19: people with COVID-19 and their contacts - GOV.UK (www.gov.uk)</p> <p>Excerpts from guidance below:</p> <p><i>“If you have COVID-19 you should stay at home and avoid contact with other people.</i></p> <p><i>You should:</i></p> <ul style="list-style-type: none"> <i>• not attend work. If you are unable to work from home, you should talk to your employer about options available to you. You may be eligible for <u>Statutory Sick Pay</u>etc etc.</i> <p><i>Many people will no longer be infectious to others after 5 days. You may choose to take an LFD test from 5 days after your symptoms started (or the day your test was taken if you did not have symptoms) followed by another LFD test the next day. If both these test results are negative, and you do not have a high temperature, the risk that you are still infectious is much lower and you can</i></p>		
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			<p><i>safely return to your normal routine.</i></p> <p><i>If your day 5 LFD test result is positive, you can continue taking LFD tests until you receive 2 consecutive negative test results.</i></p> <p><i>Children and young people with COVID-19 should not attend their education setting while they are infectious. They should take an LFD test from 5 days after their symptoms started (or the day their test was taken if they did not have symptoms) followed by another one the next day. If both these tests results are negative, they should return to their educational setting if they normally attend one, as long as they feel well enough to do so and do not have a temperature. They should follow the guidance for their educational setting.</i></p> <p>Note: The self-isolation advice for people with coronavirus (COVID-19) has changed. It is now possible to end self-isolation after 5 full days if you have 2 negative LFD tests taken on consecutive days. The first LFD test should not be taken before the fifth day after your symptoms started (or the day your test was taken if you did not have symptoms). The self-isolation period remains 10 full days for those without negative results from 2 LFD tests taken a day apart.</p>		
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	Contact with those developing symptoms of the virus during the working day.	Pupils and staff	Serious	<p>If anyone in our setting develops COVID-19 symptoms, however mild, they will be sent home and advised to take a PCR test and follow public health advice.</p> <p>When to stay at home if you have coronavirus (COVID-19) and what to do - NHS (www.nhs.uk)</p> <p>Most recent guidance re: What to do if a pupil is displaying signs of coronavirus has been shared with relevant staff and is on display.</p> <p>If a child is awaiting collection, they will be moved, via a route involving the shortest possible internal distance (i.e., including an outside route where possible) if possible, to Family Link Room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window will be opened for ventilation. If it is not possible to isolate them, we will move them to an area which is at least 2 metres away from other people. We have produced a plan to show the shortest routes possible and shared this with staff.</p> <p>If they need to go to the bathroom while waiting to be collected, we endeavour that they will use a separate</p>			M

				<p>bathroom if possible (Male Toilet opposite Family Link Room). The bathroom will be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE will be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</p> <p>In an emergency we will call 999 if they are seriously ill or injured or their life is at risk. We will not suggest a visit to the GP, pharmacy, urgent care centre or a hospital.</p> <p>Staff are instructed to wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. We will clean the affected area with normal household disinfectant after someone with symptoms has left to reduce the risk of passing the infection on to other people. See COVID-19: cleaning in non-healthcare settings outside the home - GOV.UK (www.gov.uk)</p>		
Lateral Flow Testing (Asymptomatic)	Non participation in Lateral Flow Testing means that asymptomatic cases are undetected within the	Pupils and staff	Serious	We note staff and pupils in mainstream secondary schools will no longer be required to take part in regular asymptomatic testing from 21 February 2022.	L	

<p>testing)</p> <p>MAINSTREAM SCHOOLS</p>	<p>setting community.</p>			<p>Get tested for coronavirus (COVID-19) - NHS (www.nhs.uk)</p> <p>In the event of an outbreak, we note that we may also be advised by their local health team or director of public health to undertake testing for staff and students of secondary age and above for a period of time.</p> <p>The opportunity for all adults in England to participate in lateral flow testing has been publicised amongst the setting community.</p> <p>Rapid lateral flow coronavirus (COVID-19) tests - NHS (www.nhs.uk)</p> <p>Our setting workforce (including regular contractors and visitors) has the opportunity and been provided with sufficient testing kits to participate in lateral flow testing twice a week at home.</p> <p>We will ask parents and other visitors to take a lateral flow device (LFD) test before entering the school.</p> <p>From September 2021 we note this arrangement will also apply to all secondary pupils once two lateral flow tests have</p>		
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			<p>been completed at setting (3-5 days apart)-</p> <p>(Secondary settings only) there is a process in place to ensure that all students are provided with sufficient home testing kits.</p> <p>We have sufficient test kits available to provide additional kits to staff and pupils in the event they are recommended to increase the frequency of testing (eg. in the case of a local outbreak)-</p> <p>Confirmatory PCR tests-</p> <p>We will follow the latest government guidance on confirmatory PCR tests in Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection – GOV.UK (www.gov.uk) following a positive lateral flow test.</p> <p>We note that from Tuesday 11 January 2022 anyone in England who receives a positive lateral flow device (LFD) test result should report their result on Report a COVID-19 rapid lateral flow test result – GOV.UK (www.gov.uk) and must self isolate immediately, but will not need to take a follow-up PCR test.</p>		
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				<p>After reporting a positive LFD test result, they will be contacted by NHS Test and Trace so that their contacts can be traced.</p> <p>Anyone who tests positive will be able to leave self-isolation seven days after the date of their initial positive test if they receive two negative lateral flow test results, 24 hours apart, on days six and seven.</p>		
<p>Lateral Flow Testing (Asymptomatic testing)</p> <p>SPECIAL SCHOOLS</p> <p>SEND UNITS IN MAINSTREAM SCHOOLS</p>	<p>Non participation in Lateral Flow Testing means that asymptomatic cases are undetected within the setting community.</p>			<p>We note staff and pupils in specialist SEND settings, AP and SEND units in mainstream schools or equivalent in FE colleges, (for example those completing courses which are specifically for students with disabilities and/or learning disabilities such as Supported Learning courses and Foundation/SEND courses), are currently advised to continue regular twice weekly testing.</p> <p>Additional guidance on testing in specialist settings has been published.</p> <p>Rapid asymptomatic testing in specialist settings - GOV.UK (www.gov.uk)</p>		

	<p>Lateral Flow Testing process is not implemented correctly leading to inaccurate results and/or inadequate follow up of positive test results</p> <p>In the event of an outbreak, a school may also be advised by their local health team or director of public health to undertake testing for staff and students of secondary age and above for a period of time.</p>	Pupils and staff	Serious	<p>Whenever we are able to provide a LFD kit, we will do so for all staff members who wish to continue to use them on a twice weekly basis.</p> <p>Whenever a staff member is identified as a close contact to a positive case, a LFD kit will be made available to them in order for them to test in order to see if they are positive.</p> <p>Whenever there is an outbreak (more than 10%) then public health will be contacted and advice followed according to how staff and children should be encouraged to test in order to minimise the risk of further infection.</p> <p>See above re: Confirmatory PCR tests</p> <p>-</p>	L	L
Management of confirmed cases of coronavirus	<p>Failure to follow PHE/ NHS Track and Trace procedures increases the likelihood of exposure to coronavirus in the setting community.</p> <p>Anxiety and dissent within the setting community</p>	Pupils and staff	Serious	<p>We note that close contacts of those testing positive with coronavirus will be identified via NHS Test and Trace. We note that we may be contacted in exceptional cases to identify close contacts.</p> <p>Records will be kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test & Trace.</p> <p>We note the thresholds, detailed below, The thresholds, detailed below, can be used by settings as an indication for when to seek public health advice if they are concerned. For</p>	L	L

				<p>most education and childcare settings, these include:</p> <ul style="list-style-type: none"> ● a higher than previously experienced and/or rapidly increasing number of staff or student absences due to COVID-19 infection ● evidence of severe disease due to COVID-19, for example if a pupil, student, child or staff member is admitted to hospital due to COVID-19 ● a cluster of cases where there are concerns about the health needs of vulnerable staff or students within the affected group <p>For special schools, alternative provision, SEND/AP units within schools and colleges, open and secure children's homes and settings that operate with 20 or fewer children, pupils, students and staff at any one time:</p> <ul style="list-style-type: none"> ● 2 children, pupils, students and staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period and/or there are concerns about the health needs of vulnerable individuals within the affected group <p>Identifying a group that is likely to have mixed closely will be different for each setting.</p> <p>Examples are available for each section, but a group will rarely mean a whole setting or year group.</p> <p>Settings can seek public health and operational advice by phoning the DfE helpline (0800 046 8687, option 1), or in</p>		
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			<p>line with other local arrangements</p> <p>We note the thresholds, detailed below, can be used by settings as an indication for when to seek public health advice if they are concerned. For most education and childcare settings, whichever of these thresholds is reached first:-</p> <ul style="list-style-type: none"> • 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or • 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period. <p>For special schools, residential settings, and settings that operate with 20 or fewer children, pupils, students and staff at any one time:-</p> <ul style="list-style-type: none"> • 2 children, pupils, students and staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period Identifying a group that is likely to have mixed closely will be different for each setting. <p>We will seek public health advice if a pupil or staff member is admitted to hospital with COVID-19. Hospitalisation could indicate increased severity of illness or a new variant of concern.</p>		
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				<p>Alternatively, we will call the Department for Education's existing coronavirus (COVID-19) helpline number on 0800-046 8687, and select option 1</p> <p>Where applicable we will advise temporary staff of their entitlement to Test and Trace Support Payments, noting that this support is only for the temporary staff who settings decide not to engage in home working and who are not being paid during self isolation. To be eligible for a Test and Trace Support Payment, the individual must be living in England, meet the eligibility criteria and be formally advised to self isolate by NHS Test and Trace, who will provide the individual with an NHS Test and Trace Account ID.</p> <p>We will also extend this advice to parents/ carers of children who have been asked to self isolate as they may be applicable for this payment in some cases.</p> <p>Claiming financial support under the Test and Trace Support Payment scheme – GOV.UK (www.gov.uk)</p>		
NHS COVID-19 App	<p>Inadequate response to alerts provided by use of NHS COVID-19 App</p> <p>This guidance has been withdrawn.</p>	Pupils and staff	Serious	<p>We have informed all staff and of students (secondary where applicable), to inform a member of staff if they receive a notification during the day that they had been in contact with a positive case. To support this, the notification itself will advise them that if they are under the age of 18, they should show the message to a trusted adult. and obtain a</p>	L	L

	<p>However, the App still remains in use so content has been retained in this risk assessment.</p>			<p>PCR test-</p> <p>See Section 4 re: Contact with an infected person and if you're told to self isolate by NHS Test and Trace – NHS (www.nhs.uk)</p> <p>The staff member will then put in place the setting's agreed process, including making appropriate arrangements for the member of staff/student to leave the setting at the earliest opportunity to begin self isolation (if unvaccinated staff member) or recommend that a PCR test is obtained at the earliest opportunity.</p> <p>Where staff are required to keep their phones in lockers etc during the working day we have advised them to turn the tracking off whilst they are not in close proximity to their phone.</p>		
Vaccination of pupils	Pupils are unable to be vaccinated at school leading to increased rates of infection and disruption to education.	Pupils and staff	Serious	<p>We have measures in place to administer the programme as set out in the guidance below. This guidance was updated in December 2021 as pupils who are twelve and over are now being offered 2 doses of vaccine.</p> <p>COVID-19 vaccination programme for children and young people: guidance for schools - GOV.UK (www.gov.uk)</p>	L	L

	School is targeted by those opposed to the vaccination programme. Potential for injury or distress within the school community.	Pupils and staff	Serious	<p>We have discussed potential alternative entry/access routes to the site which could be deployed if necessary to bypass any protestors.</p> <p>Concerns are shared with the police (101) or 999 for criminal behaviour.</p> <p>A media statement is prepared.</p> <p>Staff are briefed on their roles in potential interaction with protestors bearing in mind our site is private, minimising disruption and supporting any pupils distressed by demonstration.</p>	L	L
Containing any local outbreak	Disruption to pupils' education	Pupils and staff	Serious	<p>We note</p> <p>The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity (No.2) Direction - explanatory note (publishing.service.gov.uk)</p> <p>which makes it clear that settings have a duty to provide remote education for state-funded, setting-age children unable to attend our setting due to coronavirus (COVID-19).</p> <p>(This came into effect from 22 October 2020 and was</p>	L	L

				renewed for 2021/22) We have developed a Contingency Plan to ensure that the education of affected groups of pupils is maintained in the event of increased restrictions or closure. This will include the provision of remote learning.		
	Parents/carers of a child with symptoms of coronavirus refuse to keep them at home.	Pupils and staff	Serious	We note government guidance: 'If a parent or carer of a pupil with coronavirus or with a suspected case of coronavirus insists on their child attending your setting, we will 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. Our decision will be carefully considered in light of all the circumstances and current public health advice'	L	L
	Notification to Ofsted (Early Years and childcare settings ONLY)			We note that any confirmed cases of coronavirus in the setting (child or staff member) and, if the setting has been advised to close as a result should be 'swiftly' reported to Ofsted through the usual notification channels.		
5. USE OF FACE COVERINGS						

AS OF 21 FEBRUARY 2022 THE GUIDANCE IN PURPLE BELOW APPLIES TO ALL EDUCATIONAL ESTABLISHMENTS. FOR THE TIME BEING WE HAVE RETAINED THE SECTION BELOW RE: USE OF FACE COVERINGS AS WE UNDERSTAND THAT SOME SCHOOLS MAY STILL REQUIRE THEIR USE. PLEASE AMMEND THIS SECTION OF THE RISK ASSESSMENT TO SUIT YOUR OWN CIRCUMSTANCES.

21 February 2022: Face coverings are no longer advised for pupils, staff and visitors in classrooms or communal areas. Staff and pupils should follow wider advice on face coverings outside of school, including on transport to and from school.

~~From 27 January, staff and pupils should follow wider advice on face coverings outside of school, including on transport to and from school. In circumstances where face coverings are recommended A director of public health might advise you that face coverings should temporarily be worn in communal areas or classrooms (by pupils, staff and visitors, unless exempt). You should make sure your contingency plans cover this possibility.~~

<p>Use of face coverings</p> <p>Early Years</p> <p>Primary</p> <p>Secondary</p> <p>Special</p>	<p>Failure to use face covering in areas where it is difficult to maintain social distancing increases the likelihood of exposure to coronavirus in the school community.</p>	<p>Pupils and staff</p>	<p>Serious</p>	<p>From 2 January 2022 recommendations for each phase are as follows:</p> <p>Early years:</p> <p><i>Early Years Settings: In early years settings, we recommend that face coverings should be worn by staff and adult visitors when moving around in corridors and communal areas. Children in early years settings do not need to wear a face covering.</i></p> <p>Primary:</p> <p><i>In primary schools, we recommend that face coverings should be worn by staff and adults (including visitors) when moving around in corridors and communal areas, if they are working in a class where is an outbreak or if they have been a close contact of someone who has tested positive for Covid-19. Health advice</i></p>	<p>L</p>	<p>L</p>
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				<p><i>continues to be that children in primary schools should not be asked to wear face coverings</i></p> <p>Secondary:</p> <p><i>Where pupils in year 7 (which would be children who were aged 11 on 31 August 2021) and above are educated, we recommend that face coverings should be worn by pupils, staff and adult visitors when moving around the premises, outside of classrooms, such as in corridors and communal areas. This is a temporary measure.</i></p> <p><i>Pupils in these schools must also wear a face covering when travelling on public transport and should wear it on dedicated transport to and from school</i></p> <p><i>From January 4th, we also recommend that in those schools where pupils in year 7 and above are educated, face coverings should be worn in classrooms. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. This will also be a temporary measure.</i></p> <p>All phases:</p> <p><i>We would not ordinarily expect teachers to wear a face covering in the classroom if they are at the front of the class, to support education delivery, although settings should be sensitive to the needs of individual teachers.</i></p>		
Use of face coverings:	Failure to use face covering in areas where it is difficult to maintain social	Pupils and staff	Serious	As part of 'Plan B' face coverings are now required in most indoor settings. We note this. In crowded outdoor areas we	L	L

<p>Parents/carers at school drop off/pick up</p> <p>Visitors to school</p>	<p>distancing increases the likelihood of exposure to coronavirus in the school community.</p>			<p>will also ask parents/carers to wear face coverings to promote infection control. (School to adapt as required).</p> <p>Face coverings: when to wear one, exemptions, and how to make your own - GOV.UK (www.gov.uk)</p> <p>We have asked parents/carers to wear face coverings outside where it is not possible to maintain a 2m social distance/ at all times on the school site.</p> <p>Governors/ MAT have approved this approach.</p> <p>This approach has been explained to parents/ carers in newsletters, via text message and is clearly signposted within the school grounds.</p> <p>In cases of non-compliance the member of SLT on duty will remind those not wearing masks of the requirement to do so.</p> <p>In the case of continued non-compliance this will be followed up by a letter reiterating our approach.</p> <p>Further non-compliance will lead to the headteacher sending a Final Warning Letter</p> <p>As a last resort the headteacher and in the case of further non-cooperation, in consultation with the MAT/LA, will consider the potential of approaching DS and activating the 'Landlord Right' to warn the parent/carer and then, if necessary, proportionately ban them from the school site, backed by potential criminal sanction under section 547 of the Education Act 1996.</p>		
<p>Safe wearing</p>	<p>Potential of contamination if face</p>	<p>Pupils and</p>	<p>Serious</p>	<p>A process is in place for removing face coverings when those</p>	<p>L</p>	<p>L</p>

<p>and removal of face coverings</p>	<p>coverings are removed or disposed of incorrectly.</p>	<p>staff</p>		<p>who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances. This process has been communicated clearly to pupils and staff.</p> <p>Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</p> <p>Pupils will be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p>		
	<p>Students/ staff do not have face covering.</p> <p>Face covering is damaged or otherwise unsuitable for use.</p>	<p>Pupils and staff</p>	<p>Serious</p>	<p>Requirements for students to have a face covering will be communicated to parents/carers.</p> <p>It is reasonable to assume that staff and young people will now have access to face coverings due to their increasing use in wider society, and Public Health England has made available resources on how to make a simple face covering.</p> <p>However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, we will take steps to have a small contingency supply available to meet such needs.</p> <p>No-one should be excluded from education on the grounds that they are not wearing a face covering.</p>	<p>L</p>	<p>L</p>

	Students, staff or visitors exempt from wearing a face covering	Pupils, Staff and Visitors	Serious	<p>Some individuals are exempt from wearing face coverings. This applies to those who:</p> <ul style="list-style-type: none"> ● cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability ● speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate <p>The same exemptions will apply in our school; we will ensure that staff and students are aware of this and are sensitive to those needs.</p>	L	L
Use of transparent face coverings	<p>Discomfort from use of transparent face coverings.</p> <p>Reduced likelihood of containment of virus transmission</p>	Pupils, Staff and Visitors	Serious	<p>We note guidance as follows:</p> <p>Transparent face coverings can be worn to assist communication with someone who relies on:</p> <ul style="list-style-type: none"> • lip reading • clear sound • facial expression <p>Transparent face coverings may be effective in reducing the spread of COVID-19. However, the evidence to support this is currently very limited. The benefits of transparent face coverings should be considered alongside the comfort and breathability of a face covering that contains plastic, which may mean that the face covering is less breathable than layers of cloth.</p> <p>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.</p> <p>Face visors or shields can be worn by those exempt from</p>	L	L

				<p>wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. They may protect the wearer against droplet spread in specific circumstances but are unlikely to be effective in preventing the escape of smaller respiratory particles when used without an additional face covering.</p> <p>They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately</p> <p>We have advised staff that face visors or shields should not routinely be worn as an alternative to face coverings. They 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.</p>		
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6. USE OF PERSONAL PROTECTIVE EQUIPMENT (PPE) (A face covering is not PPE because they are not designed to protect the wearer from infection from coronavirus).						
Use of Personal Protective Equipment (PPE) (Mainstream)	Incorrect use exacerbates the risk of further infection.	Pupils and staff	Serious	<p>“The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:</p> <ul style="list-style-type: none"> ● children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care 	L	L

				<p>in the same way</p> <ul style="list-style-type: none"> ● if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn” <p>We are complying with the above and are using our local supply chains to obtain PPE.</p> <p>We will ensure that, staff who are likely to have to support pupils in the circumstances identified above and potentially in the administration of some first aid have access to appropriate equipment and training in its correct use and disposal.</p> <p>See:</p> <p>20200821_COVID-19_Non AGP_Donning and doffing PPE</p>		
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				droplet precautions-1.pdf (publishing.service.gov.uk)		
Use of Personal Protective Equipment (PPE) in Special settings	Incorrect use exacerbates the risk of further infection.	Pupils and staff	Serious	<p>Increased likelihood that staff will be exposed to bodily fluids in the course of their work will mean that the use of PPE will be risk assessed and relevant equipment provided where applicable.</p> <p>The following link is used as our guidance at present:</p> <p>SEND and specialist settings: additional COVID-19 operational guidance (publishing.service.gov.uk)</p>	L	L
7: SETTING WORKFORCE						
Staff wellbeing	Staff anxiety re: potential exposure to the virus.	All staff	Serious	<p>Where necessary Individual discussions are held with staff to identify concerns. (NB: recognising that some could be experiencing bereavement, mental health issues, etc.).</p> <p>We have signposted to relevant counselling services. Including the Education Support Partnership Education Support, supporting teachers and education staff which provides a free helpline for setting staff and targeted support for mental health and wellbeing.</p> <p>HR advice is available if required.</p> <p>We are working with the trade unions.</p> <p>NB: Retain for future reference with this risk assessment as an appendix.</p>	L	L

<p>Staff training (including induction for supply teachers and other visiting staff).</p>	<p>Staff are not aware or do not understand the requirements for working safely.</p>	<p>All staff</p>	<p>Serious</p>	<p>In preparation for a full return on 1 September 2021 training and written instruction were provided re: operating procedures outlined in this risk assessment to all staff.</p> <p>This includes:</p> <ul style="list-style-type: none"> ● What to do if they suspect that they or a member of their household has coronavirus (including testing arrangements) ● Day to day organisations and procedures including arrangements for cleaning, ● Procedures to follow if they suspect that a child in their group is displaying coronavirus symptoms ● Site security and fire safety including evacuation and lockdown procedures. <p>Use of PPE (where applicable).</p>	<p>L</p>	<p>L</p>
<p>Individual staff requirements</p>	<p>Concerns from staff in identified work groups</p>	<p>Previously considered to be clinically extremely vulnerable</p>	<p>Fatal/ Major</p>	<p>We have taken note of government guidance updated on 24/12/21:-</p> <p>We note that following expert clinical advice and the successful rollout of the COVID-19 vaccine programme, people previously considered to be particularly vulnerable, clinically extremely vulnerable (CEV), and high or higher-risk are not being advised to shield again. Children and young people who were previously identified as being in</p>	<p>L</p>	<p>L</p>

				<p>one of these groups are advised to continue to follow</p> <p>Guidance for people previously considered clinically extremely vulnerable from COVID-19 - GOV.UK (www.gov.uk)</p> <p>Adults, children and young people over the age of 12 with a weakened immune system should follow Guidance for people whose immune system means they are at higher risk from COVID-19.</p> <p>COVID-19: guidance for people whose immune system means they are at higher risk - GOV.UK (www.gov.uk)</p> <p>We will continue to discuss with those employees previously considered to be CEV how they can be supported to carry out their duties in the workplace</p>		
	Concerns from staff in identified work groups	Pregnant women	Serious	<p>We will follow the specific guidance for pregnant employees</p> <p>Coronavirus (COVID-19): advice for pregnant employees - GOV.UK (www.gov.uk)</p> <p>COVID-19 vaccination: women of childbearing age, currently</p>	L	L

				<p>pregnant or breastfeeding - GOV.UK (www.gov.uk)</p> <p>We will follow the same principles for pregnant pupils, in line with our wider health and safety obligations.</p>		
Use of volunteers	Potential for the introduction of coronavirus into the setting	Pupils & Staff	Serious	<p>Volunteers may be used to support the work of the setting, as would usually be the case.</p> <p>All volunteers will be expected to follow our control measures to reduce the spread of coronavirus.</p>	L	L
8: PUPIL WELLBEING						
Management of expectations within the setting community	Anxiety within the setting's community re: prevalence and effectiveness of infection control measures.	All members of the setting community	Serious	<p>Our communication with parents and pupils prior to our return in September 2021 will include information about the control measures within this risk assessment.</p> <p>Government guidance for parents is available at:</p> <p>What parents and carers need to know about early years providers, schools and colleges - GOV.UK (www.gov.uk)</p>	L	L
Individual pupil medical requirements	Increased likelihood of serious illness resulting from exposure to coronavirus.	Extremely clinically vulnerable pupils	Fatal/ Major	All CEV pupils should attend their setting unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician	L	L

		(shielded)		<p>not to attend.</p> <p>Where a pupil is unable to attend our setting because they are complying with clinical or public health advice, we will immediately offer them access to remote education. settings should keep a record of, and monitor engagement with this activity but this does not need to be formally recorded in the attendance register.</p> <p>Where children are not able to attend our setting as parents are following clinical and/or public health advice, absence will not be penalised.</p>		
9: PROVISION OF FIRST AID AND ADMINISTRATION OF MEDICATION						
Provision of first aid	Inadequate first aid treatment exacerbates injury or pre-existing conditions.	Pupils and staff	Serious	<p>We will revert to our substantive risk assessment which includes control measures to ensure that suitably qualified staff are available at all times.</p> <p>We will ensure a member of staff with a full PFA certificate is on site at all times when children are present, as set out in the EYFS.</p>	L	L
Administration of medication	Illness or injury to those who are unable to access their medication	Pupils and staff	Fatal/ major	Our procedures for the administration of prescription and controlled medication will continue to apply.	L	L
10: LETTINGS						

Lettings	Setting control measures re: cleaning etc are compromised leading to increased risk of infection, expense and possible reputational damage.	Pupils Staff Wider community	Serious	<p>We will ensure that all users of our premises adhere to the control measures set out in this risk assessment. This will include ensuring that effective cleaning is maintained and additional ventilation measures do not compromise site security.</p> <p>Where opening up school leisure facilities for external use, we will do so in line with government guidance on</p> <p>Guidance on coronavirus (COVID-19) measures for grassroots sport participants, providers and facility operators - GOV.UK (www.gov.uk)</p>	L	L
	Failure to meet legal obligations re: track and trace	Pupils Staff Wider community	Serious	<p>NOTE:-</p> <p>Providers are no longer required to collect participants' contact details, or keep records of your staff and visitors:</p> <ul style="list-style-type: none"> ● However, you are advised to continue to display an NHS QR code for participants wishing to check in using the app, to support NHS Test and Trace. You do not have to ask participants to check in, or turn them away if they refuse. ● If you display an NHS QR code, you should also have a system to collect (and securely store) names and contact details for those who ask to check in but do not have the app. 		

11: EDUCATIONAL VISITS						
Educational visits (UK)	Exposure to infection from inadequate social distancing etc	Pupils and staff	Serious	<p>We will follow local Public Health advice and liaise closely with our transport provider and intended hosts then undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, we will consider what control measures need to be used to reduce the risk of exposure to coronavirus and follow wider advice on visiting indoor and outdoor venues.</p> <p>OEAP National Guidance will be followed (see Contents (oeapng.info))</p> <p>NB - give careful consideration to any restrictions in place in other home nations - Wales, Scotland and Northern Ireland.</p>	L	L
Educational visits (International)	Exposure to infection from inadequate social distancing etc	Pupils and staff	Serious	<p>We note government recommendation (2/1/22) to consider whether to go ahead with planned international educational visits at this time, recognising the risk of disruption to education resulting from the need to isolate and test on arrival back into the UK.</p>	L	L

				<p><i>(Refer to the Foreign, Commonwealth and Development Office travel advice and the guidance on international travel before booking and travelling. You are advised to ensure that any new bookings have adequate financial protection in place. You should speak to either your visit provider, commercial insurance company, or the risk protection arrangement (RPA) to assess the protection available. Independent advice on insurance cover and options can be sought from the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI). Any school holding ATOL or ABTA refund credit notes may use these credit notes to rebook educational or international visits)</i></p>		
12: SCHOOL RECEPTION AREAS						
School Reception areas	Exposure to infection from inadequate social distancing: visitors to setting.	Pupils and staff	Serious	<p>Signage has been erected to advise visitors of hygiene protocols.</p> <p>Staff signing in arrangements - sanitiser available to clean hands after use.</p> <p>Hand sanitiser will be provided to all persons entering premises with signage to explain control measures etc.</p>	L	L

	Violence and aggression towards setting staff causes injury and distress	Pupils and staff	Serious	<p>We will maintain transparency and regular contact with all members of the setting community.</p> <p>Regular briefings/updates for all staff so that they are aware of setting response to the COVID 19 virus and can communicate consistently to those who ask.</p> <p>Readiness to deploy the range of behaviour remedies if behaviour becomes unacceptable from warning to full banning from site/sect 547 warnings/action.</p>	L	L
13: AFTERSCHOOL AND BREAKFAST CLUBS						
Afterschool and Breakfast Clubs	Arrangements for infection control, social distancing etc are not practised at Breakfast and Afterschool Club thus increasing the risk of infection within the setting community.	All members of the setting community	Serious	<p>Updated guidance for operating may be found as follows:</p> <p>OOSS Provider guidance (publishing.service.gov.uk)</p> <p>Where school is the provider:</p> <p>Control measures re: hygiene, cleaning, ventilation etc. set out above will be followed.</p> <p>If an external provider is used on school premises:</p>	L	L

				We will liaise with the external provider to ensure that they are aware of the control measures set out in our risk assessment and guidance above. We will support them in matching or exceeding the expectations set out within it.		
14: SCHOOL PERFORMANCES (This is not specifically included in government guidance for schools - please see link below for further information re potential control measures).						
School Performances	Exposure to and increased opportunity for transmission of coronavirus within the school community.	All members of school community	Serious	<p>Performances in schools can take place in front of live audiences, subject to Covid-secure measures being in place. See the Government's guidance on performing arts for more advice.</p> <p>Events and attractions - Working safely during coronavirus (COVID-19) - Guidance - GOV.UK (www.gov.uk)</p> <p>In deciding whether to admit parents/ carers to a school performance we will:</p> <ul style="list-style-type: none"> ● Consider holding the performance outside ● Ask parents/carers to carry out a Lateral Flow Test at home prior to attending and/or produce a 'COVID Passport' (if relevant attendance thresholds are met 	L	L

				<p>–see below):</p> <ul style="list-style-type: none"> ● Limit numbers and space out seating. ● Ask the audience to wear face coverings. ● Ensure the performance space is well ventilated. <p><i>You should not use the NHS COVID Pass 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.</i></p> <p>Using your NHS COVID Pass for travel abroad and at venues and settings in England - GOV.UK (www.gov.uk)</p>		
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Action plan:

What is the Hazard you need to Control? (Medium to high from the risk rating above)	What additional precautions do you need to either eliminate or reduce the risk to an acceptable level?	Who is responsible for implementing these controls?	When are these controls to be implemented (Date)?	When were these controls implemented (Date)?
Medium - Poor hand hygiene increases the likelihood of infection from coronavirus.	Regular reminders to pupils and staff: assemblies and staff briefings.	PB	Sept 2021 ongoing	
Medium - Person contracts COVID 19 as a result of inadequate cleaning.	Review guidance for cleaning school. Meet with cleaning staff before start of term and meet for a review on a termly basis .	LP	Sept 2021 ongoing	

Medium - Contact with those developing symptoms of the virus during the working day.	Regular reminders to staff about procedures to follow via weekly standing item on staff meeting agenda and information on all H&S boards.	PB	Sept 2021 ongoing	
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Table 1: Definitions

Potential Severity of Harm	Meaning of the harm description	Likelihood/Probability of Harm	Meaning of likelihood/probability
Fatal/Major Injury	Death, major injuries or ill health causing long term disability/absence from work.	High (Likely/probable)	Occurs repeatedly/ to be expected.
Serious Injury	Injuries or ill health causing short-term disability/absences from work (over three days absence)	Medium (possible)	Moderate chance/could occur sometimes.
Minor Injury	Injuries or ill health causing no significant long-term effects and no significant absence from work.	Low (unlikely)	Not Likely to occur

Table 2: Risk rating matrix: Potential severity of harm + Likelihood/ probability of Harm = Risk rating

	High (Likely/Probable)	Medium (Possible)	Low (Unlikely)
Fatal/Major Injury	VERY HIGH	HIGH	MEDIUM
Serious Injury	HIGH	MEDIUM	LOW

Minor Injury	MEDIUM	LOW	LOW

Table 3: Action required: Key to ranking and what action to take

VERY HIGH Risk	STOP ACTIVITY! Take action to reassess the work/activity and apply reduction hierarchy before proceeding.
HIGH Risk	Action MUST be taken as soon as possible to reduce the risks and before activity is allowed to continue.
MEDIUM Risk	Implement all additional precautions that are not unreasonably costly or troublesome within an agreed timeframe. Reduce risk to a tolerable level.
LOW Risk	Monitor and review your rolling programme.