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| **Activity/**  **Situation** | | | **WIDER OPENING OF SCHOOL FROM SEPTEMBER 2020** | | | | | | | | | | | | | | |
| **Location** | | | **Springhead School and Sixth Form** | | | | | | | | | | | | | | |
| **Persons at Risk** | | | **Pupils** | | **Employees** | | | | **Visitors** | | | **Contractors** | | | | | |
| **HAZARD(S)** | | | ***Note:*** *this list is not exhaustive and* ***must*** *be adapted for your own needs*   * **Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed** * **Social Distancing Measures Not Followed During Travel to and from School** * **Inadequate Cleaning/Sanitising** * **Shared Resources** * **Staffing & Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors** * **Site User Becoming Unwell** * **Site User Developing Symptoms** * **Inadequate Hand Washing/Personal Hygiene** * **Inadequate Personal Protection & PPE** * **Visitors, Contractors & Spread of Coronavirus** * **Inadequate Ventilation** | | | | | | | | | | | | | | |
| **CONTROL MEASURES** | | | | | | | **ADDITIONAL INFORMATION** | | | | **YES** | | **NO** | | | **N/A** | |
| ***Note:*** *you* ***must*** *amend and adapt this generic risk assessment to suit your own needs by selecting the controls from the examples provided (adding and amending others where necessary) and then evaluate the overall risk for the activity/situation.* | | | | | | | | | | | | | | | | | |
| **Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed** | | | | | | | | | | | | | | | | | |
| Consistent groups are in place which reduces the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group | | | | | | | Details;- Bubbles approach adopted. Class 1 & 2 Bubble; Class 3 Bubble; Class 4 & 5 Bubble; Class 6 & 7 Bubble; Sixth Form Bubble; Admin Bubble.  Staff who usually work across the school are assigned to a Bubble. | | | |  | |  | | |  | |
| The school keeps a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups | | | | | | |  | | | |  | |  | | |  | |
| Primary schools may be able to implement groups that are the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in the group become ill with coronavirus (COVID-19). | | | | | | | Circumstances need to be assessed and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, you can look to implement year group sized ‘bubbles’ | | | |  | |  | | |  | |
| In the younger years in Secondary Schools (key stage 3), schools may be able to implement groups that are the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in group become ill with coronavirus (COVID-19). | | | | | | |  | | | |  | |  | | |  | |
| In Secondary Schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended | | | | | | |  | | | |  | |  | | |  | |
| Where staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk is reduced by keeping pupils in the class-sized groups. | | | | | | | In our special school this is achieved through working across 2 classes if needed. | | | |  | |  | | |  | |
| Whatever the size of the group, they are kept apart from other groups and older children are encouraged to keep their distance within their groups. Children who are able are encouraged to keep their distance. This is more likely to be achieved with older students but some older students will not understand this. | | | | | | |  | | | |  | |  | | |  | |
| Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible | | | | | | | Bubbles share spaces. Bubbles are small. | | | |  | |  | | |  | |
| It is recognised that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group | | | | | | | It is recognised that children with complex learning difficulties may not be able to be socially distant. | | | |  | |  | | |  | |
| Schools keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport | | | | | | |  | | | |  | |  | | |  | |
| Boarding pupils can be in one group residentially and another during the school day | | | | | | |  | | | |  | |  | | |  | |
| It is accepted that boarding pupils will mix during sociable time | | | | | | |  | | | |  | |  | | |  | |
| Siblings may be in different groups | | | | | | |  | | | |  | |  | | |  | |
| Teachers and other staff operate across different classes and year groups in order to facilitate the delivery of the school timetable | | | | | | | If needed. We are trying to avoid this wherever possible by assigning staff to Bubbles. However we will mix staff across Bubbles if necessary. | | | |  | |  | | |  | |
| Where staff need to move between classes and year groups, they should keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults | | | | | | | This may not always be possible due to the needs of the children in the school. | | | |  | |  | | |  | |
| Where possible adults maintain a 2 metre distance from each other, and from children | | | | | | | This may not always be possible due to the needs of the children in the school. | | | |  | |  | | |  | |
| Adults avoid close face to face contact and limit time spent within 1 metre of anyone to less than 15 minutes duration | | | | | | | This may not always be possible due to the needs of the children in the school. | | | |  | |  | | |  | |
| Within the classroom a distance between people is maintained so far as reasonably practical | | | | | | | It is accepted that distancing may not be possible in primary schools. This also applies to our special school | | | |  | |  | | |  | |
| Face to face contact time is reduced and limited to no more than 15 minutes duration | | | | | | | This may not always be possible due to the needs of the children in the school. | | | |  | |  | | |  | |
| Pupils are seated side by side and facing forwards, rather than face to face or side on | | | | | | | This may not always be possible due to the needs of the children in the school.  Where it is possible this is implemented | | | |  | |  | | |  | |
| Staff will work side on to pupils as opposed to face to face whenever possible | | | | | | | This may not always be possible due to the needs of the children in the school.  Where it is possible this is implemented | | | |  | |  | | |  | |
| Educational and care support is provided as normal to pupils who have complex needs or who need close contact care | | | | | | | PPE is worn and donned and doffed appropriately. | | | |  | |  | | |  | |
| Unnecessary furniture has been moved out of classrooms to make more space | | | | | | |  | | | |  | |  | | |  | |
| Large gatherings such as assemblies or collective worship with more than one group do not take place | | | | | | |  | | | |  | |  | | |  | |
| The timetable and selection of classroom or other learning environment has been used to reduce movement around the school or building | | | | | | |  | | | |  | |  | | |  | |
| Consideration given to staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school | | | | | | | Because the majority of pupils arrive in provided transport start times are not staggered – however alighting from the transport is carefully controlled to reduce numbers of pupils alighting at the same time. | | | |  | |  | | |  | |
| Parents’ drop-off and pick-up protocols planned to minimise adult to adult contact | | | | | | |  | | | |  | |  | | |  | |
| Parents and pupils are told their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) | | | | | | | No change to times but parents alerted to protocols in place. Staff available to direct. | | | |  | |  | | |  | |
| It is made clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) | | | | | | |  | | | |  | |  | | |  | |
| External entrances to classrooms are used where practical | | | | | | |  | | | |  | |  | | |  | |
| Break times are staggered so that all pupils are not moving around the school at the same time | | | | | | | All Bubbles have own outside play areas and do not need to mix on the way to the areas. | | | |  | |  | | |  | |
| Lunch breaks are staggered | | | | | | | Lunches are being served in classes. Break time after lunch is kept to Bubbles arrangements. | | | |  | |  | | |  | |
| Numbers of staff using Staff Room are limited or the use of Staff Room is staggered | | | | | | | Main site – 2 Staff rooms. 2 Bubbles in one ; 2 Bubbles in the other. Staff able to be 2 metres apart. Outside seating available and staff encouraged to sit outside. | | | |  | |  | | |  | |
| All staff encouraged to wear a face mask in communal areas and when mixing Bubbles | | | | | | |  | | | |  | |  | | |  | |
| During PE lessons pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. | | | | | | |  | | | |  | |  | | |  | |
| Outdoor sports are prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene | | | | | | | Schools should refer to the following advice:  [guidance on the phased return of sport and recreation](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation) and guidance from [Sport England](https://www.sportengland.org/how-we-can-help/coronavirus) for grassroots sport  advice from organisations such as the [Association for Physical Education](https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf.) and the [Youth Sport Trust](https://www.youthsporttrust.org/coronavirus-support-schools) | | | |  | |  | | |  | |
| **Social Distancing Measures Not Followed During Travel to and from School** | | | | | | | | | | | | | | | | | |
| Parents and pupils are encouraged to walk or cycle to their education setting where possible | | | | | | |  | | | |  | |  | | |  | |
| Schools, parents and pupils following the government guidance on how to travel safely, when planning their travel on public transport | | | | | | | [safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers) | | | |  | |  | | |  | |
| Face coverings are required at all times on public transport for children, over the age of 11 | | | | | | |  | | | |  | |  | | |  | |
| **Inadequate Cleaning/Sanitising** | | | | | | | | | | | | | | | | | |
| A cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups is in place | | | | | | |  | | | |  | |  | | |  | |
| Surfaces that pupils are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters etc. are cleaned more often than normal | | | | | | |  | | | |  | |  | | |  | |
| Electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use | | | | | | |  | | | |  | |  | | |  | |
| Bins for tissues and other rubbish are emptied throughout the day | | | | | | | On Main site this is done 2x a day by Caretaker or cleaner.  At SF & Class 3 this is done at the end of the day and by PCA at lunchtime if possible | | | |  | |  | | |  | |
| Stocks of cleaning chemicals, liquid soap, paper towels, tissues, toilet roll, bin bags etc. regularly checked and additional supplies requested as necessary | | | | | | |  | | | |  | |  | | |  | |
| Consideration given to how play equipment is used ensuring it is appropriately cleaned between groups of children using it | | | | | | | No mixed Bubbles on play equipment. | | | |  | |  | | |  | |
| **Shared Resources** | | | | | | | | | | | | | | | | | |
| For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils 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 are 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 and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles | | | | | | | Any shared equipment BETWEEN bubbles must be placed in a box and kept in the Meeting room for 72 hours – time and date for when it was put there to be attached to the box. | | | |  | |  | | |  | |
| Pupils can bring essentials such as lunch boxes, hats, coats, books, stationery, bags and mobile phones (depending on school policy) in to school | | | | | | |  | | | |  | |  | | |  | |
| Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Rules on hand cleaning, cleaning of the resources and rotation apply to these resources | | | | | | |  | | | |  | |  | | |  | |
| Devices/ laptops/tablets etc. that are brought from home to school and back again are cleaned at the start and end of the day | | | | | | |  | | | |  | |  | | |  | |
| **Staffing & Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors** | | | | | | | | | | | | | | | | | |
| Contact with individuals who are unwell is minimised by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school | | | | | | | Ensuring that pupils, staff and other adults do not come into the school if they have [coronavirus (COVID-19) symptoms](https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus), or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19) | | | |  | |  | | |  | |
| Staff with specific health conditions who fall within the clinically extremely vulnerable category and have been shielding, are advised to stay at home as much as possible.  If working from home is not possible, they may be asked to return to work from 1st August. Consideration should first be given to roles in school where it is possible to maintain social distancing. Returning is subject to an individual risk assessment and being able to maintain social distancing as much as possible | | | | | | | [Clinically extremely vulnerable](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)  Individual risk assessments are needed and guidance must be sought | | | |  | |  | | |  | |
| Staff who are in the clinically vulnerable group can work in school, subject to an individual risk assessment and being able to maintain social distancing as much as possible | | | | | | | [Clinically-vulnerable people](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people)  Individual risk assessments are needed and guidance must be sought.  All staff in this category are required to speak to GP before return. Referrals made to OH team to support return. | | | |  | |  | | |  | |
| Where it is necessary to use supply staff and peripatetic teachers, those individuals will be expected to comply with the school’s arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils | | | | | | | Consider longer engagement of supply staff to minimise movement between sites.  Maintaining distance may not always be possible due to the needs of the children in the school.  Where it is possible this is implemented | | | |  | |  | | |  | |
| Access to PPE should be available where there is contact with diagnosed or suspected person with covid-19 | | | | | | | See Inadequate Personal Protection & PPE section of this risk assessment | | | |  | |  | | |  | |
| **Site User Becoming Unwell** | | | | | | | | | | | | | | | | | |
| If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow the guidance which sets out that they must self-isolate for at least 10 days and should [arrange to have a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms | | | | | | | [stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance) | | | |  | |  | | |  | |
| If a pupil is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the Pupils and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. | | | | | | | If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. Medical room at Main site and Sixth Form is to be used.  Signage and PPE available in HTs office at Mainsite and Office at SF.  At Class 3 pupil to be sat in area close to the doors. | | | |  | |  | | |  | |
| If the pupil needs to go to the toilet while waiting to be collected, they should use a separate toilet if possible. The toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else | | | | | | | Gents toilet at Main site if needed – signage needs to be posted if used.  Toilet allocated as appropriate at SF – signage to be posted if used.  Signage and PPE available in HTs office at Main site and Office at SF.  If a child in Class 3 is symptomatic try not to use changing facilities. If necessary to be used then the area must be thoroughly cleaned before being used by anyone else. | | | |  | |  | | |  | |
| PPE should be worn by staff caring for the pupil while they await collection if a distance of 2 metres cannot be maintained (such as for a very young pupil or a pupil with complex needs) | | | | | | | PPE packs ready in HTs office at Main site and in Office at SF. Class 3 have a prepared pack in class.  See Inadequate Personal Protection & PPE section of this risk assessment | | | |  | |  | | |  | |
| If a child in a boarding school shows symptoms, they should initially self-isolate in their residential setting household. Most children will benefit from self-isolating in their boarding house so that their usual support can continue. Others will benefit more from self-isolating in their family home | | | | | | | [guidance on isolation for residential educational settings.](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings) | | | |  | |  | | |  | |
| In an emergency, call 999 if the pupil is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital | | | | | | |  | | | |  | |  | | |  | |
| Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test & Trace. | | | | | | |  | | | |  | |  | | |  | |
| Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell | | | | | | | Hand washing is preferred to use of Hand sanitizer where possible. | | | |  | |  | | |  | |
| The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people | | | | | | | [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)  The room will be closed and cleaners alerted to the need for cleaning. | | | |  | |  | | |  | |
| **Site User Developing Symptoms** | | | | | | | | | | | | | | | | | |
| Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to [book a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit | | | | | | | Information shared with parents.  Information shared with staff,  Reminders to be sent regularly. | | | |  | |  | | |  | |
| Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace | | | | | | |  | | | |  | |  | | |  | |
| Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to [self-isolate](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection) if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) | | | | | | |  | | | |  | |  | | |  | |
| Parents and staff are asked to inform the school immediately of the results of a test | | | | | | |  | | | |  | |  | | |  | |
| If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating | | | | | | |  | | | |  | |  | | |  | |
| If someone tests positive, they should follow the [‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance) and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days | | | | | | | Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace | | | |  | |  | | |  | |
| Schools send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious | | | | | | | Close contact means:  direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)  proximity contacts – extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual travelling in a small vehicle, like a car, with an infected person | | | |  | |  | | |  | |
| Public Health England is clear that routinely taking the temperature of pupils by the school is not recommended as this is an unreliable method for identifying coronavirus (COVID-19) so this does not take place | | | | | | | Temperature checks are not routinely undertaken. | | | |  | |  | | |  | |
| **Inadequate Hand Washing/Personal Hygiene** | | | | | | | | | | | | | | | | | |
| Staff/pupils/cleaners/contractors etc. will be reminded to clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating | | | | | | | Ensure that staff have sufficient time to wash their hands regularly, as frequently as pupils | | | |  | |  | | |  | |
| Hands are washed with liquid soap & water for a minimum of 20 seconds | | | | | | |  | | | |  | |  | | |  | |
| The school has considered whether they have enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly | | | | | | |  | | | |  | |  | | |  | |
| Alcohol based hand cleansers/gels (containing at least 60% alcohol) can only be used if soap and water are not available, but is not a substitute for hand washing. Such gels MUST ONLY BE USED UNDER CLOSE SUPERVISION. In normal circumstances pupils should not be using alcohol based hand cleansers because of the risk of ingestion. | | | | | | | Skin friendly skin cleaning wipes can be used as an alternative.  Wipes are not routinely used. Handwashing with soap and water is preferred. Wipes would be used only is absolutely necessary. | | | |  | |  | | |  | |
| The ‘catch it, bin it, kill it’ approach is very important and is promoted | | | | | | |  | | | |  | |  | | |  | |
| Disposable tissues are available in each room for both staff and pupil use | | | | | | |  | | | |  | |  | | |  | |
| Bins (ideally lidded pedal bins) for tissues are available in each room | | | | | | |  | | | |  | |  | | |  | |
| Risk assessments for pupils with complex needs that may struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant, have been updated in order to support these pupils and the staff working with them | | | | | | |  | | | |  | |  | | |  | |
| **Inadequate Personal Protection & PPE** | | | | | | | | | | | | | | | | | |
| Face coverings are currently not use in Primary schools as the risks are considered to be lower as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education | | | | | | |  | | | |  | |  | | |  | |
| In Primary schools where social distancing is not possible such as indoor areas outside of classrooms, between members of staff or visitors (for example, in staffrooms) staff may wear face coverings (e.g. visors) at the discretion of the Head Teacher | | | | | | | At present at Springhead School stay may choose if they wish to wear a face mask when not working with children in classrooms or outdoor areas. Staff are asked to wear school provided masks/visors when children are in the building if they are choosing to wear a mask. | | | |  | |  | | |  | |
| In Secondary schools, that is year 7 and above, where social distancing is difficult to maintain, then face coverings may be worn by adults and pupils to address the risks  <https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education> | | | | | | | At present at Springhead School stay may choose if they wish to wear a face mask when not working with children in classrooms or outdoor areas. Staff are asked to wear school provided masks/visors when children are in the building if they are choosing to wear a mask.  If a child or young person wishes to wear a face covering to reduce their anxiety and increase access to their education this will be respected. | | | |  | |  | | |  | |
| It is not necessary to wear face coverings in the classroom, where protective measures already mean the risks are lower, and where they can inhibit learning | | | | | | |  | | | |  | |  | | |  | |
| In such circumstances as face coverings are allowed to be worn in school they must be worn correctly | | | | | | |  | | | |  | |  | | |  | |
| Clear instructions are provided to staff and pupils on how to put on, remove, store and dispose of face coverings, to avoid inadvertently increasing the risks of transmission | | | | | | |  | | | |  | |  | | |  | |
| 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 | | | | | | |  | | | |  | |  | | |  | |
| PPE will need to be worn by a member of staff if a pupil becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the pupil is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn | | | | | | | [safe working in education, childcare and children’s social care](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care) | | | |  | |  | | |  | |
| Pupils that arrive wearing a face covering and who wish to remove it, must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom | | | | | | |  | | | |  | |  | | |  | |
| **Visitors, Contractors & Spread of Coronavirus** | | | | | | | | | | | | | | | | | |
| All visitors and contractors must make pre-arranged appointments or they will not be allowed on site | | | | | | | Only allowed on site in an emergency if not pre-booked. | | | |  | |  | | |  | |
| All visitors must wear a face covering whilst on the school site | | | | | | |  | | | |  | |  | | |  | |
| School ensures site guidance on physical distancing and hygiene is explained to visitors and contractors on or before arrival | | | | | | |  | | | |  | |  | | |  | |
| Where visits can happen outside of school hours, they are arranged as such | | | | | | |  | | | |  | |  | | |  | |
| Contractors to attend by agreement only after school have satisfied themselves that it is necessary for the visit to take place at that time and that all required controls are in place to allow the work to continue safely | | | | | | |  | | | |  | |  | | |  | |
| Contractors to provide updated risk assessment prior to visit which includes their own controls round infection spread prevention | | | | | | | Times of visits may need to be adapted to take in to account the ability to maintain appropriate social distancing measures and availability of resources to effectively clean following the visits | | | |  | |  | | |  | |
| A record is kept of all visitors | | | | | | |  | | | |  | |  | | |  | |
| **Inadequate Ventilation** | | | | | | | | | | | | | | | | | |
| Ventilate spaces with outdoor air | | | | | | |  | | | |  | |  | | |  | |
| Where possible, occupied room windows should be open. | | | | | | |  | | | |  | |  | | |  | |
| Keep toilet ventilation in operation as much as possible while building is occupied | | | | | | |  | | | |  | |  | | |  | |
| Switch air handling units with recirculation to 100% outdoor air where this is not possible, systems are operated as normal | | | | | | | Primary portacabins and SF Meeting room – staff must be vigilant of the need to use outdoor air where possible. | | | |  | |  | | |  | |
| Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation | | | | | | | Fire doors must not be propped open unless they have a self-closing hold open device fitted | | | |  | |  | | |  | |
|  | | | | | | | | | | | | | | | | | |
| Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment | | | | | | | | | | | **Yes** | | | | **No** | | |
| What is the level of risk for this activity/situation with existing control measures | | | | | | | | | | | **High** | | **Med** | | | **Low** | |
| Is the risk adequately controlled with existing control measures | | | | | | | | | | | **Yes** | | | **No** | | | |
| Have you identified any further control measures needed to control the risk and recorded them in the action plan | | | | | | | | | | | **Yes** | | | **No** | | | |
| **ACTION PLAN** (insert additional rows if required) | | | | | | | | **To be actioned by** | | | | | | | | | |
| Further control measures to reduce risks *so far as is reasonably practicable* | | | | | | | | **Name** | | | | **Date** | | | | | |
| All visitors must wear a face covering whilst on the school site | | | | | | | | Sue Rose | | | | 20.09.20 | | | | | |
| All staff encouraged to wear a face mask in communal areas and when mixing Bubbles | | | | | | | | Sue Rose | | | | 20.09.20 | | | | | |
|  | | | | | | | |  | | | |  | | | | | |
|  | | | | | | | |  | | | |  | | | | | |
|  | | | | | | | |  | | | |  | | | | | |
| State overall risk level assigned to the task **AFTER** implementation of control and action plan measures taken as a result of this risk assessment | | | | | | | | | | | **High** | | **Med** | | | **Low** | |
| Is such a risk level deemed to be as low as reasonably practical? | | | | | | | | | | | **Yes** | | | **No** | | | |
| Is activity still acceptable with this level of risk? | | | | | | | | | | | **Yes** | | | **No** | | | |
| If no, has this been escalated to senior leadership team? | | | | | | | | | | | **Yes** | | | **No** | | | |
| **Assessor(s):**  **Position(s):** | | **Sue Rose**  **Acting Head teacher** | | | | **Signature(s):** | | | |  | | | | | | | |
| **Date:** | | **03.09. 20** | | | | **Review Date:** | | | | **As guidance changes** | | | | | | | |
| **Distribution:** | | | | | | | | | | | | | | | | | |
| Risk rating | | | Action | | | | | | | | | | | | |
| **HIGH** | | | **Urgently review/add controls & monitor, notify H&S Team (if Likely or Highly Likely – stop work, seek competent advice)** | | | | | | | | | | | | |
| **MEDIUM** | | | **Review/add controls (as far as reasonably practicable) & monitor** | | | | | | | | | | | | |
| **LOW** | | | **Monitor control measures** | | | | | | | | | | | | |

