

**Risk assessment WNAT (Marshland High School)**  
F625a

<b>Department:</b> WNAT <b>Section/Team:</b> Operations <b>Location:</b> WNAT Marshland High School <b>Activity/Area:</b> Education <b>Assessor Name:</b> S Bowdery <b>Manager Name:</b> A Johnson	<b>Assessment Number:</b> 18  <b>Assessment Date:</b> 06/01/2022  <b>Review Date:</b> Following guidance review
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Overview	<p>As the country moves into Step 4 of the roadmap, the government will continue to manage the risk of serious illness from the spread of the virus. This marks a new phase in the government's response to the pandemic, moving away from stringent restrictions on everyone's day-to-day lives, towards advising people on how to protect themselves and others, alongside targeted interventions to reduce risk. As Covid-19 becomes a virus that we learn to live with, there is now an imperative to reduce the disruption to children and young people's education - particularly given the direct clinical risks to children are extremely low, and every adult has been offered a first vaccine and the opportunity for two doses by mid-September.</p> <p>The priority is 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.</p> <p><u>Risk Assessment</u></p> <p>Schools must comply with health and safety law and put in place proportionate control measures. Control measures are to be actively monitored to confirm ongoing effectiveness and are working as planned. This document constitutes the WNAT Covid-19 Risk Assessment and provides guidance on the control measures required in line with the most recent update to the 'Schools COVID-19 Operational guidance'</p>
Control measures	<p>Everyone should:</p> <ol style="list-style-type: none"> <li>1. Ensure they maintain a high level of hygiene</li> <li>2. Maintain appropriate cleaning measures</li> <li>3. Keep occupied spaces well ventilated</li> <li>4. Follow public health advice on testing, self-isolating and managing confirmed cases of Covid-19</li> </ol>

What are the hazards?	Who might be harmed and how	Existing Risk controls	Assessment of Risk			Action by whom	Action by when	Remarks/Actions
			L	C	RR			
Lack of awareness of policies and procedures	Students, Employees, Visitors and Contractors	<ol style="list-style-type: none"> <li>1. All staff, pupils, parents, governors, visitors and volunteers are aware of all relevant policies and procedures including, but not limited to, the following:               <ol style="list-style-type: none"> <li>i. Health and Safety Policy</li> <li>ii. First Aid Policy</li> </ol> </li> <li>2. All staff have regard to all relevant guidance and legislation including, but not limited to, the following:               <ol style="list-style-type: none"> <li>i. The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013</li> <li>ii. The Health Protection (Notification) Regulations 2010</li> <li>iii. Public Health England (PHE) (2017) '<a href="#">Health protection in schools and other childcare facilities</a>'</li> <li>iv. PHE '<a href="#">The Spotty Book Notes on infectious diseases in Schools and Nurseries</a>'</li> <li>v. PHE '<a href="#">COVID-19: cleaning in non-healthcare settings outside the home</a>'</li> <li>vi. DfE '<a href="#">Schools coronavirus (COVID-19) operational guidance Updated 5 Jan 22</a>'</li> <li>vii. DfE '<a href="#">Covid-19 vaccination programme for children and young people: guidance for schools (22 Nov 21)</a>'</li> <li>viii. <a href="#">Advice for pregnant employees (2 November 21)</a></li> <li>ix. <a href="#">Educational visit guidance (Sept 21)</a></li> <li>x. <a href="#">contingency framework education and childcare settings (15 Dec 21)</a></li> </ol> </li> </ol>	2	4	8	Headteacher		

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		xi. <a href="#">Stay at home: guidance for households with possible or confirmed covid infections (30 Dec 21)</a>  3. The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training. 4. The school keeps up-to-date with advice issued by, but not limited to, the following: a. Department for Education (DfE) b. National Health Service (NHS) c. Department for Health and Social Care (DHSC) d. Public Health England (PHE) e. The school's local health protection team (HPT) 5. Staff are made aware of the school's infection control procedures in relation to coronavirus via email briefs 6. Parents are made aware of the school's infection control procedures in relation to coronavirus via letter and social media. 7. Pupils are made aware of the school's infection control procedures in relation to coronavirus via an assembly and are informed that they must tell a member of staff if they feel unwell. 8. Staff, Volunteer and Pupil Confidentiality are respected at all times.						
Transmission via contact with positive case	Students, Employees, Visitors and Contractors	<p><b>Students, staff and other adults should follow public health advise on when to isolate and what to do</b></p> <p>1. Students, staff and other adults should not attend site in the following cases;</p> <p>a. Have Covid-19 symptoms            b. Have had a positive test result            c. Continue to produce a positive LFT result following the 7 day isolation period            d. Are required to quarantine post arriving in England as per the Department for Transport (DfT) requirements</p> <p>Close contacts of positive cases are now identified via NHS Test and Trace and educational settings are no longer responsible for contact tracing. Schools may be contacted to assist in some cases</p> <p>From 14 December 2021, adults who are fully vaccinated and all children and young people aged between 5 and 18 years and 6 months identified as a contact of someone with COVID-19 are strongly advised to take a LFD test every day for 7 days and continue to attend their setting as normal, unless they have a positive test result. If a positive LFT result is obtained the individual should self isolate as per current guidance and report the result using the government website <a href="http://www.GOV.UK">www.GOV.UK</a>. As of 11th Jan 22 there is no requirement to obtain a confirmatory PCR test. The individual can stop isolating if 2 negative LFT results are obtained, 24 hours apart, on days 6 &amp; 7.</p> <p>Daily testing of close contacts applies to all contacts who are:</p> <ul style="list-style-type: none"> <li>fully vaccinated adults – people who have had 2 doses of an approved vaccine</li> <li>all children and young people aged 5 to 18 years and 6 months, regardless of their vaccination status</li> <li>people who are not able to get vaccinated for medical reasons</li> <li>people taking part, or have taken part, in an approved clinical trial for a COVID-19 vaccine</li> </ul> <p><b>Individuals displaying symptoms on site</b></p> <p>Individuals displaying any of the three symptoms should self-isolate immediately and take a PCR test as soon as possible. If a positive result is given then the individual should self-isolate as per current guidance. They will be able to leave isolation on day 7 if 2 negative LFT tests are provided, 24 hours apart, on days 6 and 7.</p> <p>Consider the following</p> <ul style="list-style-type: none"> <li>avoid the use of public transport</li> <li>If awaiting collection the individual should be left in a room on their own where possible and the room should be cleaned afterwards. Suitable PPE should be worn if close contact is required with the individual.</li> </ul>	2	4	8	Headteacher		

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		<p><b>NOTE - The confirmation of several positive cases on site within a period of 14 days could constitute an outbreak</b></p> <ol style="list-style-type: none"> <li>1. The outbreak management plan (attached at the end of this RA) outlines how the school would operate if there were an outbreak within the school or local area and includes               <ol style="list-style-type: none"> <li>a. The requirement to contact the local Health Protection Team (HTP)</li> <li>b. Measures that may require reintroduction if advised to do so;                   <ul style="list-style-type: none"> <li>• The reintroduction of face coverings</li> <li>• The reintroduction of one way systems</li> <li>• The reintroduction of bubbles</li> <li>• The reintroduction of staggered lunch times &amp; breaks</li> <li>• The partial closure of the school</li> <li>• The full closure of the school</li> </ul> </li> </ol> </li> </ol> <p>Note - these measures would be considered as a last resort, be kept to the minimum and last for the shortest amount of time to minimise the impact that restrictions may have on children's education. It may not be necessary to reintroduce all restrictions and an assessment of requirements would need to be undertaken in line with advice from the local HPT.</p>						
Transmission via contact with an asymptomatic case	Students, Employees, Visitors and Contractors	<p><b>Testing remains important in reducing the risk of transmission and the impact on education</b></p> <p>Staff and secondary school pupils should continue to test twice weekly at home, using the Lateral Flow Test (LFD) kits, 3 to 4 days apart. Testing remains voluntary but should be strongly encouraged.</p> <p>Schools should retain a small on-site Asymptomatic Testing Site (ATS) until further notice to assist students who are unable to test at home.</p> <p>LFT result actions</p> <ul style="list-style-type: none"> <li>• Staff and pupils who produce a positive LFT result should self-isolate as per government guidelines and the result of the test should be reported using the government website <a href="http://www.GOV.UK">www.GOV.UK</a>.</li> <li>• As of 11th Jan 22 there is no longer a requirement to obtain a confirmatory PCR test</li> <li>• This is a temporary measure while Covid rates remain high across the UK</li> <li>• Individuals who have a positive LFT test will be able to leave isolation 7 days from the positive result if they receive 2 negative LFT results, 24 hours apart, on days 6 &amp; 7</li> </ul>	2	4	8	Headteacher		
Transmission following removal of social distancing requirement	Students, Employees, Visitors and Contractors	<p><b>Covid operational guidance no longer recommends social distancing requirements</b></p> <ol style="list-style-type: none"> <li>1. Whilst there is no longer a requirement for bubbles or one-way systems within the school environment it is necessary to ensure that the outbreak management plan contains systems that can be introduced if required. The outbreak plan is provided at the end of this Risk Assessment</li> <li>2. Schools should remain vigilant in regards to minimising the potential spread due to social interaction following the removal of social distancing requirements.</li> </ol> <p><b>Face covering requirements following identification of the new Omicron variant</b></p> <p><b>Secondary schools</b> - From January 4th, it is recommended 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.</p> <p>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.</p> <p>It is not ordinary to 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.</p> <p>NOTE - The reintroduction of face coverings is planned as a temporary measure</p> <p>NOTE- Transparent face coverings can be worn to assist communication with someone who relies on lip reading, clear sound or facial expression. There are some circumstances where people may not be able to wear a face covering. Please be mindful and respectful of such circumstances. Some people are less able to wear face coverings, and the reasons for this may not be visible to others.</p>	2	4	8	Headteacher		

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		<p>NOTE - There are some circumstances where people may not be able to wear a face covering. Please be mindful and respectful of such circumstances. Some people are less able to wear face coverings, and the reasons for this may not be visible to others. In relation to education settings, this includes (but is not limited to):</p> <ul style="list-style-type: none"> <li>• people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability</li> <li>• people for whom putting on, wearing or removing a face covering will cause severe distress</li> <li>• people speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expressions to communicate</li> <li>• to avoid the risk of harm or injury to yourself or others</li> <li>• you are also permitted to remove a face covering in order to take medication.</li> </ul>						
Transmission through poor hygiene practice	Students, Employees, Visitors and Contractors	<p><b>Maintaining a high level of hygiene is one of the main control measures identified and should become common practice within educational settings irrespective of Covid-19 requirements</b></p> <ol style="list-style-type: none"> <li>1. Posters are displayed throughout the school reminding students, staff and visitors to wash their hands, e.g. before entering and leaving the school or around toilets.</li> <li>2. Posters are displayed throughout the school to emphasize the need to catch it, bin it, kill it.</li> <li>3. Students, staff and visitors are to be encouraged to maintain the practice of washing their hands with soap or alcohol-based sanitiser (that contains no less than 60 percent alcohol)</li> <li>4. Sufficient amounts of soap (or hand sanitiser where applicable), clean water and paper towels are supplied throughout the school</li> <li>5. Where necessary, pupils are supervised by staff when washing their hands to ensure it is done correctly.</li> <li>6. Hand washing and sanitising should be emphasised during periods where it is necessary to share equipment such as utensils and apparatus etc.</li> </ol>	3	4	16	Headteacher		
Transmission through poor cleaning regimes	Students, Employees, Visitors and Contractors	<p><b>An appropriate cleaning schedule should be maintained and should include but not be limited to the following:</b></p> <ol style="list-style-type: none"> <li>a. If a surface is visibly dirty it is always cleaned prior to disinfection. Even if using a combined disinfectant/ cleaning product</li> <li>b. Different cleaning equipment is provided for kitchens, toilets, classrooms and office areas.</li> <li>c. The School will need to identify the specific cleaning methods for the items that require cleaning where needed such as soft furnishings etc.</li> <li>d. The School will continue with their enhanced cleaning and disinfection arrangements that have already been put in place.</li> <li>e. Teaching staff are provided with cleaning materials to enable them to clean contact points in their classrooms between groups/classes to assist in reducing the load of the cleaning staff.</li> <li>f. Staff who undertake cleaning follow the instructions for cleaning products and disinfectants to ensure it is effective</li> <li>g. Ensure that applied disinfectant has been allowed the correct contact time before wiping dry.</li> <li>h. Where the same space or equipment is used by different groups or cohorts of children cleaning takes place between each group's occupation or use</li> <li>i. Disinfectant wipes are more generally available for staff to use where they wish to.</li> <li>j. All touch points that are fixed to the premises (inside and out) have been identified and are disinfected on a twice daily basis (more frequently for Early Years settings) (for example: door handles, handrails, gate latches),</li> <li>k. More frequent cleaning requirements have been identified and implemented where appropriate, for example, where pupils may find it difficult to maintain personal hygiene, toilet facilities and frequently touch shared items on the premises</li> <li>l. Learning equipment such as computers and tablets are cleaned with a disinfectant wipe prior to use.</li> <li>m. Where staff handle pupils' books they disinfect the surfaces that they are using before and after as well as undertaking hand hygiene.</li> <li>n. Handheld and frequently touched sports/PE equipment is disinfected prior to use</li> <li>o. Staff and pupil shared workstations are cleaned with a disinfectant wipe prior to use</li> </ol>	2	4	8	Headteacher		

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		<p>p. Touch point cleaning will be carried out between each group for activities using equipment such as outdoor play and PE.</p> <p><b>Water coolers and drinking water</b> - Where water coolers and drinking water is provided from a shared source, hand sanitiser should be provided nearby and users should be encouraged to sanitise before and after use. The handle or button used to operate the device should be included as part of the cleaning and disinfection regime several times a day.</p> <p><b>Storage</b> - Hand sanitiser that is not in use will be stored with other flammable cleaning equipment (please note: some types have an increased risk). This is particularly important where larger quantities are in storage</p> <p><b>Resources –</b></p> <p>a. Children are allocated their own resources e.g. pencils where possible.</p> <p><b>Books</b> (books are items that are difficult to clean) –</p> <p>a. Books are issued to pupils on a rotational basis where appropriate</p> <p>b. Where teachers handle pupils' books they disinfect the surfaces that they are using both before and afterwards as well as undertaking hand hygiene.</p> <p>c. Books and posters checked for visible soiling and disposed of where necessary</p> <p><b>Wooden desks and wooden work surfaces –</b> The following process is followed:</p> <p>i. Apply disinfectant and leave for the appropriate contact time applied</p> <p>ii. Re-apply disinfectant and leave to dry naturally</p> <p><b>Lunchtime</b> - Trays, tables and chair touch points are disinfected after use</p> <p><b>Tissues and waste from bins provided –</b></p> <p>a. Tissues are provided in classrooms and other areas to ensure good respiratory hygiene.</p> <p>b. Bins are provided in classrooms and other key locations such as dining areas for pupils and staff to dispose of used tissues and are emptied regularly throughout the day</p> <p>c. Bins and tissues are provided in the same place.</p> <p>d. Waste bags for tissues are double bagged for disposal.</p>						
Transmission through poor ventilation	Students, Employees, Visitors and Contractors	<p><b><i>It is important to maintain a well ventilated and comfortable teaching environment with consideration to safeguarding and site security</i></b></p> <p><b>The DfE are currently in the process of rolling out CO2 monitors for use in all schools. The monitors can be used to provide an indication as to whether suitable ventilation is being achieved and maintained. The devices should be located in all classrooms and communal spaces as per HGSE guidance and monitored regularly</b></p> <p>Readings and actions</p> <p>&lt; 800 - excellent ventilation and no action required</p> <p>&gt;800 to &lt;1500 - Normal range. Aim to maintain a reading as close to 800 by varying the ventilation.</p> <p>&gt; 1500 - Ventilation inadequate. Consider increasing ventilation or limiting the number of occupants in the room.</p> <p>Ventilation can be achieved by a variety of measures including:</p> <p><b>Mechanical ventilation</b> systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply). Where mechanical ventilation systems exist, you should ensure they are maintained in accordance with the manufacturer's recommendations. Good ventilation with fresh air is essential at all times in classrooms and particularly during this period. Where fans are utilised, windows and doors should remain open for sufficient fresh air circulation.</p>	2	4	8	Headteacher		

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		<p>Further advice on this mechanical ventilation can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a> and <a href="#">CIBSE coronavirus (COVID-19) advice</a>.</p> <p><b>Natural ventilation –</b></p> <ol style="list-style-type: none"> <li>1. <b>Opening windows</b> (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space).</li> <li>2. To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:               <ol style="list-style-type: none"> <li>a. opening high level windows in preference to low level to reduce draughts (Consider working @ height requirements as some windows may not be easy to reach)</li> <li>b. increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</li> <li>c. rearranging furniture where possible to avoid direct drafts</li> </ol> </li> <li>3. <b>Opening doors</b> - Opening doors can improve the through flow of fresh air. However, the following should be considered               <ol style="list-style-type: none"> <li>a. Internal fire doors should not be propped open unless fitted with the correct device such as magnetic holders connected to the fire alarm system.</li> <li>b. External fire exits should remain closed where possible</li> </ol> </li> </ol> <p><b>Whilst there is a need to ensure adequate ventilation this should not be at the detriment to fire safety and building security.</b></p> <p>All doors and windows should be closed in the event of an evacuation to enable compartmentalisation of the building and to reduce oxygen flow to potential fires where possible.</p> <p>Doors opening into uncontrolled areas or main entrance points should remain closed to prevent unauthorised access</p> <p>Doors located at the main entrance should be closed to ensure direct access to the school building is not possible.</p>						
Risk to education from poor attendance - <b>Students</b>	Students	<p><b>School attendance is mandatory and it is a priority to ensure that as many children as possible regularly attend school.</b></p> <p><b>Students abroad who are unable to return</b></p> <ol style="list-style-type: none"> <li>1. Schools should continue to engage with families who are intending to travel abroad to understand the child's circumstances and their plans to return.</li> <li>2. Where able to do so, schools should provide remote education for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.</li> <li>3. Requirements should be considered for students who are required to quarantine whilst taking part in educational trips abroad</li> </ol> <p><b>Travel and Quarantine</b></p> <p><b>Following the identification of the New Omicron variant all travellers arriving into the UK will be required to isolate and conduct a PCR test by 'day two'. If a negative result is obtained there is no need to isolate. If a positive result is received they should continue to isolate in line with government guidance.</b></p> <p><b>Unvaccinated individuals over the age of 18 will be required to follow the existing, more onerous, testing and isolation regime of having 2 PCR tests at day 2 and day 8 and quarantine for 10 days.</b></p> <p><b>All red list arrivals will enter quarantine</b></p> <ol style="list-style-type: none"> <li>1. Families returning to England must adhere to government travel advice and parents should bear in mind the possible impact on their child's education which may result from the requirement to quarantine or isolate upon return.</li> <li>2. Families returning from countries identified as 'Red' or 'Amber' should ensure they follow the guidance provided by the Department for Transportation (DfT)</li> </ol>	2	4	8	Headteacher		



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		<p><b>Clinically Extremely Vulnerable (CEV) students</b></p> <ol style="list-style-type: none"> <li>The UK Clinical Review Panel has recommended that no children and young people under the age of 18 should be considered CEV and under-18s should be removed from the shielded patient list. The chief executive of the UK Health Security Agency and head of NHS Test and Trace has written to parents of these children to inform them</li> <li>Children and young people previously considered CEV should attend school and should follow the same COVID-19 guidance as the rest of the population. However, if a child or young person has been advised to isolate or reduce their social contact by their specialist, due to the nature of their medical condition or treatment, rather than because of the pandemic, they should continue to follow the advice of their specialist.</li> <li>Around 1 million people in England who are at particular risk of becoming seriously ill from COVID-19 have been identified by the NHS as being potentially eligible for new treatments. They will be receiving PCR testing kits for use at home by mid-January to use if they develop symptoms or if they get a positive LFT result as they may be eligible for new treatments if they receive a positive PCR result. This group should use these priority PCR tests when they have symptoms as it will enable prioritised lab handling</li> </ol> <p><b>Vaccinations</b></p> <p>Information relating to the current vaccination programme for children and young people is available at:  <a href="https://www.gov.uk/government/publications/covid-19-vaccination-resources-for-schools/covid-19-vaccination-programme-for-young-people-guidance-for-parents">https://www.gov.uk/government/publications/covid-19-vaccination-resources-for-schools/covid-19-vaccination-programme-for-young-people-guidance-for-parents</a></p> <p><b>Welfare</b></p> <p>Some students may have been adversely affected by the Covid-19 pandemic. Welfare resources should be used and implemented to assist where possible.</p> <p>Where pupils who are self-isolating are within our definition of vulnerable, it is very important that you put systems in place to keep in contact with them, particularly if they have a social worker. Some children may be vulnerable who are not officially in statutory systems and schools should seek to support any children who they believe may have challenging circumstances at home.</p> <p>When a vulnerable pupil is asked to self-isolate, you should:</p> <ul style="list-style-type: none"> <li>notify their social worker (if they have one) and, for looked-after children, the local authority virtual school head</li> <li>agree with the social worker the best way to maintain contact and offer support</li> </ul> <p>You should have procedures in place to:</p> <ul style="list-style-type: none"> <li>check if a vulnerable pupil is able to access remote education support</li> <li>support them to access it (as far as possible)</li> <li>regularly check if they are accessing remote education</li> <li>keep in contact with them to check their wellbeing and refer onto other services if additional support is needed.</li> </ul>						
Risk to education and school performance through poor attendance - <b>Staff</b>	Students, Employees, Visitors and Contractors	<p><b>School leaders are best placed to determine the workforce that is required in school</b></p> <p><b>Clinically Extremely Vulnerable (CEV) adults</b></p> <ol style="list-style-type: none"> <li>CEV adults are no longer advised to shield but may wish to take extra precautions to protect themselves by following the practical steps set out in the CEV guidance to minimise their risk of exposure.</li> <li>School leaders should identify CEV adults and advise them to follow the CEV guidance</li> <li>Around 1 million people in England who are at particular risk of becoming seriously ill from COVID-19 have been identified by the NHS as being potentially eligible for new treatments. They will be receiving PCR testing kits for use at home by mid-January to use if they develop symptoms or if they get a positive LFT result as they may be eligible for new treatments if they receive a positive PCR result. This group should use these priority PCR tests when they have symptoms as it will enable prioritised lab handling</li> </ol>	2	4	8	Headteacher		

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		<p><b>Pregnant employees</b></p> <p>Information relating to the current guidance for pregnant employees can be found at:  <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees">https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees</a></p> <p><b>Staff in school</b></p> <ol style="list-style-type: none"> <li>All staff attending the school setting should follow the measures set out in the control measures section of this Risk Assessment to minimise the risks of transmission.</li> <li>School leaders should explain to staff the measures the school has put in place to reduce risks.</li> <li>If staff are concerned, including those who may be clinically vulnerable or who believe they may be at possible increased risk from coronavirus, we recommend school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place</li> <li>School leaders are to encourage and support the vaccine program and are to enable staff to attend a vaccine appointment even during term time.</li> <li>In some circumstances, staff may have received personal advice from their specialist or clinician on additional precautions to take and they should continue to follow that advice.</li> </ol> <p><b>Welfare</b></p> <p>Some staff may have been adversely affected by the Covid-19 pandemic. Welfare resources should be used and implemented to assist where possible.</p> <p><b>Staffing levels –</b></p> <p>Temporary staff, external specialist support staff and specialist coaches are permitted. Longer assignments with supply teachers should be agreed where possible in order to limit the number of temporary staff entering the school premises</p> <p>ITT trainees can continue to go into their host school.</p> <p><b>Business support and premises management staff</b> - Are no longer required to work from home and should attend site as per normal operation. Staff should follow all self testing requirements</p> <p><b>Premises and cleaning staff -</b></p> <ol style="list-style-type: none"> <li>Staff who carry out cleaning are familiar with the cleaning and disinfecting processes.</li> <li>Activities are scheduled to avoid times where pupils and staff are using the same area</li> <li>Staff who carry out cleaning and disinfection have the appropriate equipment required if cleaning is needed after a symptomatic person has left the building.</li> </ol> <p><b>Volunteers</b> - will work in the school only where required and upon approval of the relevant Headteacher. They will be provided with the same information, instruction and support as staff members.</p> <p><b>Peripatetic teachers</b> - Schools can continue to engage peripatetic teachers</p>						
Reduction in education through remote learning	Students, Employees	<p><b>Student requirements</b></p> <p>The school will maintain the capacity to provide high quality education for the next academic year for the following including those:</p> <ol style="list-style-type: none"> <li>Who have tested positive and are required to self isolate</li> <li>Who are in quarantine following return to England</li> <li>Who are facing challenges in returning to England from abroad.</li> </ol> <p>Adjustments should be made for students with SEND</p> <p><b>Staff</b></p> <p>Employees should be provided with suitable means to enable them to meet the requirements associated with their role where possible. Where possible staff should be encouraged to work from home where their role does not require them to be on site</p>	2	4	8	Headteacher		



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Educational visits	Students, Employees	<p><b>National visits - Guidance obtained from OEAPNG guidance (Sept 21)</b></p> <ol style="list-style-type: none"> <li>When planning an activity or visit, you should take the current government guidance, including public health advice, into account as part of your process of risk assessment, and then check it regularly in the days and weeks leading up to the visit, and during a residential visit, and make any changes necessary to your plans.</li> <li>You should have contingency plans in case of changes to government guidance or, for example, staff becoming unavailable because of a requirement to self-isolate.</li> <li>You should consider the ability of participants to comply with COVID safety measures at the venue. Parents and participants may naturally be concerned, so you should discuss their concerns with them and keep them informed about the situation and how you plan to mitigate any risks.</li> <li>If you plan to visit a venue such as a museum or gallery, or to attend a public event such as a concert or sporting fixture, or to stay in accommodation such as a hostel or hotel, or if you are using a tour operator or activity provider, discuss the potential effects of COVID with them at the time of booking, and keep in touch with them during the run-up to the visit.</li> <li>You should check if they have any specific requirements, such a requirement for visitors to prove that they have been vaccinated.</li> <li>You should check that any provider you intend to use has assessed the risk of coronavirus and implemented control measures to prevent infection. Some providers may not have had the benefit of the advice and support available to education establishments, and so may not be fully aware of the measures that are expected.</li> <li>You should consider making a preliminary visit to check the measures in place and to discuss any issues with the provider.</li> <li>If it is necessary for someone who does not normally work at the establishment (such as a parent, volunteer, supply teacher or freelance leader) to take part in a visit, then you should ensure that they follow the same COVID procedures as they would if they were visiting the establishment site</li> </ol> <p><b>International visits</b></p> <p><b>Following the identification of the Omicron variant it is recommended that consideration be given as to whether planned international visits occur at this time due to the risk of disruption to education following the need to isolate and test upon return to the UK.</b></p> <ol style="list-style-type: none"> <li>You should monitor the government's foreign travel advice for any country you plan to travel to or through, at <a href="http://www.gov.uk/foreign-travel-advice">www.gov.uk/foreign-travel-advice</a>.</li> <li>You should be aware that the travel list (and broader international travel policy) is subject to change and green list countries may be moved into amber or red. The travel lists may change during a visit, and you must comply with international travel legislation and should have contingency plans in place to account for these changes.</li> <li>It is important to check the legal requirements and local advice in any country you are planning to visit. For example, some countries may require proof of vaccination or proof of a negative COVID test, and some countries may require a period of quarantine or self-isolation.</li> <li>You should monitor the situation in any country that you are planning to visit and consider the alternatives and options should that visit no longer be able to proceed. If you are using a travel provider, you should liaise closely with them.</li> </ol> <p><b>Use of transport</b></p> <p>You should assess the risks of using any form of transport, taking account of current public health advice. The procedures should align as far as possible with those used in the school or other setting.</p> <p>You should consider:</p> <ul style="list-style-type: none"> <li>how participants are grouped together on transport – where possible this should reflect any groupings used in the school or other setting;</li> <li>the use of hand sanitiser when getting on and off transport</li> <li>additional cleaning of vehicles</li> <li>ensuring that boarding and disembarkation are organised</li> <li>distancing on transport where possible</li> </ul>	2	4	8	Headteacher		

What are the hazards?	Who might be harmed and how	Existing Risk controls	Assessment of Risk			Action by whom	Action by when	Remarks/Actions
			L	C	RR			
		<ul style="list-style-type: none"> <li>the use of face coverings</li> <li>If stopping during travel then local requirements should be followed i.e. service stations etc.</li> </ul> <p><b>Insurance</b></p> <p>As WNAT is a member of the Risk Protection Arrangement (RPA) for schools the following FAQ's provide information of insurance cover (NOTE- This information is accurate at the time of the Risk assessment review (13 Oct 21 - V15). Confirmation of RAP cover should be regularly checked for possible amendments due to possible travel changes</p> <p><b>Question 1:</b></p> <p>Will the RPA provide cancellation cover for educational trips and visits due to COVID-19?</p> <p><b>Answer 1:</b></p> <p>Subject to the RPA Membership Rules and the conditions for cover set out below the RPA will indemnify costs incurred following cancellation of a trip by an individual pupil / staff member in the following circumstances:</p> <ul style="list-style-type: none"> <li>If the pupil / staff member contracts COVID-19 prior to travel and cannot travel</li> <li>For cancellation of the whole party if the lead contracts COVID-19 and cannot travel and a replacement cannot be found</li> <li>For cancellation if the pupil / staff member is going to be staying with someone who has contracted COVID-19 (school exchange with families.</li> </ul> <p><b>Question 2:</b></p> <p>Will the RPA provide curtailment cover for educational trips and visits due to COVID-19?</p> <p><b>Answer 2:</b></p> <p>Subject to the RPA Membership Rules and the conditions for cover set out below the RPA will provide cover for costs incurred if it is necessary to curtail a trip in the event that a pupil, staff member or other person covered by the RPA and was healthy at the start of the trip contracts COVID-19 whilst on a trip. In the event that a Member thinks it necessary to curtail a trip the Member must in the first instance contact the RPA claims handlers prior to actually curtailing the trip. The RPA can therefore consider the circumstances and explore with the Member if there are any other alternative solutions that are available.</p> <p><b>Question 3</b></p> <p>Will the RPA indemnify medical expenses incurred as a result of a pupil or staff member contracting COVID-19 whilst on an educational trip or visit?</p> <p><b>Answer 3</b></p> <p>Subject to the RPA Membership Rules and the conditions for cover set out below the RPA will indemnify medical expenses incurred as a result of contracting COVID-19 whilst on an educational trip or visit. Where hospital treatment is required the Member must make all reasonable attempts to obtain the prior approval of the RPA claims handlers or obtain the consent of the RPA claims handlers at the earliest opportunity.</p> <p><b>Question 4</b></p> <p>Will the RPA indemnify the costs of undertaking COVID-19 testing or the costs of having to self-isolate or quarantine if required by the destination country at the start of a trip or if required by UK Government on return to the UK at the end of a trip?</p> <p><b>Answer 4</b></p> <p>The RPA will not indemnify the costs of undertaking COVID-19 testing or the costs of having to self-isolate or quarantine if required by the destination country at the start of a trip or if required by UK Government on return to the UK at the end of a trip.</p> <p>It is important that when booking a trip the Member investigates and understand what restrictions the destination country has in relation to visitors from the UK. It is then for the Member to determine whether they will proceed with the trip.</p>						

What are the hazards?	Who might be harmed and how	Existing Risk controls	Assessment of Risk			Action by whom	Action by when	Remarks/Actions
			L	C	RR			
		<p><b>Question 5</b> What happens if a member of staff who contracts COVID-19 whilst on an overseas trip needs to self-isolate and is unable to travel back with the group? Will the RPA cover the cost of booking another flight and extended hotel stay?</p> <p><b>Answer 5</b> The costs that the RPA will indemnify will (subject to prior approval of the RPA claims handlers) include reasonable and necessary additional accommodation and sustenance charges as a direct result of persons having to self-isolate in the event that they contract COVID-19 (or any other communicable disease) whilst on a trip. If it is a child that contracts COVID-19 whilst on the trip, the RPA will also provide cover for the reasonable and necessary additional accommodation costs of an adult that has to stay with the child. The RPA will also indemnify any reasonable, necessary additional costs associated with arranging return travel.</p> <p><b>Question 6</b> What happens if a member of staff contracts COVID-19 whilst on an overseas trip and we need to send a member of staff out to ensure there is an appropriate level of supervision? Will RPA cover the costs of the flight out?</p> <p><b>Answer 6</b> The RPA will, subject to the Definitions, Extensions, Exclusions and Conditions of the Rules, compensate the Member on behalf of the Person concerned for reasonable additional costs in travel, accommodation and repatriation necessarily incurred during a Journey by a Person or any colleague, teacher, relative or friend who have necessarily to travel to or remain with or escort the Person.</p> <p>We can also confirm, if, as a result of the schools risk assessment and safeguarding procedures, it is necessary for another member of staff to fly out to enable the trip to continue the RPA would cover these costs, however the Member must in the first instance contact the RPA claims handlers prior to actually arranging this. The RPA can therefore consider the circumstances and explore with the Member if there are any other alternative solutions that are available.</p> <p><b>Question 7</b> What happens if the whole group are unable to travel back and need to self-isolate as they are all close contacts with a person that has contracted COVID-19 whilst on a trip?</p> <p><b>Answer 7</b> If this restriction is in place at the time of booking (a known risk) the RPA will not indemnify additional accommodation costs of the entire group (only the costs of the person(s) who has contracted COVID and if a child the costs of an adult(s) who has to remain with them). If this is a new restriction which has been put in place by the destination country following your booking and the date of the COVID infection, the RPA will indemnify necessary additional accommodation, sustenance and travel charges as a direct result of all persons having to self-isolate within the destination country.</p> <p>If the new restriction is put in place prior to departure following your booking we'd expect the Member to contact the RPA administrator/claims handler to discuss options including deferment.</p> <p><b>Question 8</b> What happens if the traffic light system changes, and we decide it best for the whole cohort to return?</p> <p><b>Answer 8</b> The cover provided would depend on UK government advice at the time of the relevant change. If the country moves from green or amber to red and UK government advice is that UK citizens return to the UK at the earliest opportunity, the RPA would indemnify reasonable additional costs necessarily incurred to curtail a trip. In the event that a Member thinks it necessary to curtail a trip the Member must in the first instance contact the RPA claims handlers prior to actually curtailing the trip. The RPA can therefore consider the circumstances and explore with the Member if there are any other alternative solutions that are available.</p> <p><b>RPA cover is subject to Members adhering to the following conditions when booking educational trips and visits</b></p>						

What are the hazards?	Who might be harmed and how	Existing Risk controls	Assessment of Risk			Action by whom	Action by when	Remarks/Actions
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		<ul style="list-style-type: none"> <li>Members must always adhere to DfE and wider United Kingdom government guidance relative to travel and booking educational visits.</li> <li>Where possible, Members must book the educational visit through a tour operator or travel agent and where appropriate ensure that the tour operator or travel agent with whom the educational visit is being booked is ABTA bonded.</li> <li>Where possible, Members must ensure that the tour operator or travel agent with whom the educational visit is being booked will offer deferment of the educational visit in the event of cancellation due to COVID-19.</li> <li>All educational visits must be conducted in line with relevant COVID-19 secure guidelines and regulations in place at that time.</li> <li>Members must undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment.</li> <li>Claims must be submitted and handled as set out in the RPA welcome pack and the Claims Guidelines section of the Rules.</li> <li>Trips overseas must only be booked if at the time of booking the destination country is a green or amber list country.</li> <li>Bookings to amber list countries are only permitted on the basis of United Kingdom Government rules for entering England from an amber list country as at 1 September 2021. Should these rules change, referral must be made to the RPA Administrator before the trip is booked.</li> <li>Trips overseas must only be booked if at the time of booking the destination country does not have any restrictions applicable to the entry of travellers from the UK.</li> <li>Members must refer to the RPA Membership Rules to understand the extent of cover that will be provided by the RPA for educational visits.</li> </ul>						
Transmission via emergency procedures	Students, Employees, Visitors and Contractors	<p><b>Through the use of LFT testing it is unlikely that asymptomatic cases go unnoticed. Therefore the risk of Covid-19 positive individuals being on site is reduced. However, consideration to the following should be made;</b></p> <p><b>Fire evacuation -</b></p> <ol style="list-style-type: none"> <li>Carry out emergency drills as normal.</li> <li>Adjustments should be made for those wishing to social distance as a personal preference.</li> </ol> <p><b>First aid –</b></p> <ol style="list-style-type: none"> <li><b>First aid needs assessment</b> - You should discuss the risk assessment with your first aiders so they are confident about providing the right assistance. This includes knowing what equipment they can use to minimise risk of infection transmission, as explained below</li> </ol> <p><b>a. Guidance for first aiders</b></p> <p>Try to assist at a safe distance from the casualty as much as you can and minimise the time you share a breathing zone.</p> <p>If they (casualty) are capable, tell them to do things for you, but treating the casualty properly should be your first concern. Remember the 3P model – preserve life, prevent worsening, promote recovery.</p> <p><b>Preserve life</b></p> <p>As per all emergency situations, call 999 immediately. Emergency staff will be fully experienced and will conduct their own CV-19 checks.</p> <p><b>After delivering any first aid</b></p> <ol style="list-style-type: none"> <li>Ensure you safely discard disposable items and clean reusable ones thoroughly</li> <li>Wash your hands thoroughly with soap and water or an alcohol-based hand sanitiser as soon as possible</li> </ol> <p><b>First aid cover and qualifications during the pandemic</b></p> <ol style="list-style-type: none"> <li><b>First Aid at Work (FAW) and Emergency First aid at Work (EFAW) certificates requalification</b> First aid providers have resumed first aid training and assessment.</li> </ol>	2	4	8	Headteacher		

What are the hazards?	Who might be harmed and how	Existing Risk controls	Assessment of Risk			Action by whom	Action by when	Remarks/Actions
			L	C	RR			
Transmission from visitors not familiar with school requirements	Students, Employees, Visitors and Contractors	<p><b>To assist in minimising the potential of introducing the virus into the school environment all visitors who may not be aware of the requirements are to be controlled as far as reasonably practicable</b></p> <p><b>Following the identification of the Omicron variant all visitors to site are required to wear face coverings</b></p> <ol style="list-style-type: none"> <li>1. The number of visitors has been minimised as much as possible</li> <li>2. Visits are by appointment only</li> <li>3. Visitors are advised of the following in advance:               <ol style="list-style-type: none"> <li>a. Expectations while they are on the site and how you will ensure their safety</li> <li>b. Any specific arrangements</li> <li>c. To leave the setting immediately if they develop symptoms, no matter how mild.</li> </ol> </li> <li>4. Visitors are provided with further information on arrival and asked to perform hand hygiene</li> <li>5. Visitors confirm that they do not have symptoms no matter how mild</li> </ol> <p><b>Meetings</b> - Where possible meetings should be conducted remotely in order to reduce the risk associated with increasing contact or increasing numbers on site</p> <p>Meetings only take place in person where:</p> <ol style="list-style-type: none"> <li>a. There is a need to be in person for safeguarding, well-being or statutory reasons or</li> <li>b. Limitations of technology, poor or unstable signals prevent online resource use.</li> <li>c. Upon approval by the Headteacher</li> </ol> <p>The following measures have been implemented for in person meetings:</p> <ol style="list-style-type: none"> <li>a. Participants who can should connect to the meeting remotely.</li> <li>b. The meeting will take place in well ventilated areas taking into consideration reasons of confidentiality</li> <li>c. Use separate spaces or rooms where possible to limit the number of people in the same space</li> </ol> <p><b>Events</b></p> <p><b>Parents evenings</b></p> <ol style="list-style-type: none"> <li>a. All meetings are carried out remotely where possible.</li> <li>b. Parents and carers should only attend the school where they have a pre-arranged appointment</li> <li>c. Where possible, only one parent/carer should attend.</li> <li>d. Visits are planned and organised to ensure hygiene measures can be maintained</li> <li>e. Information is provided in advance to ensure arrangements are communicated</li> <li>f. Parents should be encouraged to complete an LFT prior to attending at least 24 hours in advance</li> <li>g. Parents should be encouraged to use face masks or face coverings when on site</li> <li>h. Cleaning down between meetings should be considered</li> </ol> <p><b>Transitional, taster and open days</b></p> <p>Schools should complete thorough risk assessments before running transitional, taster and open days to ensure that they are run in line with your system of controls and align with the advice contained within this guidance and the roadmap out of lockdown.</p> <p><b>Urgent meetings</b></p> <p>Unplanned meetings should be avoided in the School unless they are essential e.g. safeguarding, health related.</p> <p><b>Inspections</b></p> <p>It is intended that Ofsted will resume its full programme of routine, graded school inspections in September 2021. During the summer term, Ofsted is restarting some onsite inspections under its Education Inspection Framework. Ofsted has published</p>	1	4	4	Headteacher		

What are the hazards?	Who might be harmed and how	Existing Risk controls	Assessment of Risk			Action by whom	Action by when	Remarks/Actions
			L	C	RR			
		an updated school inspection handbook and section 8 inspection handbook which take account of the challenges raised by COVID-19.						
Transmission from conducting educational activities	Students, Employees	<p><b>Whilst social distancing and face mask requirements have been lifted it is good practice to maintain some levels of basic control during the normal school day. Therefore the following are recommended</b></p> <p><b>Classrooms and other learning environments -</b></p> <ul style="list-style-type: none"> <li>a. Distancing achieved by reconfiguring furniture and chairs facing forward should be maintained</li> <li>b. Unnecessary furniture and objects should remain out of the learning/ working environment</li> <li>c. Where bags are not allowed to be kept at desks/workspaces e.g. science lessons or DT lessons they are safely stored in a way that does not encourage congregating and touching each other's belongings e.g. use of lockers, bag hooks</li> <li>d. The teaching approach is modified to keep a distance from children in the class as much as possible, particularly close face to face support</li> <li>e. Where close contact is needed this is conducted side by side rather than face to face</li> <li>f. Shared resources are avoided as much as possible, particularly those used frequently such as pens and pencils</li> <li>g. Pupils do not share or swap resources and materials including ceasing the marking of each other's books.</li> <li>h. Classroom based resources, such as books and games, that are used and shared are cleaned regularly</li> <li>i. The resources brought in from home by children are kept to a minimum</li> <li>j. There are picking-up and dropping-off collection points for resources rather than passing them hand-to-hand</li> </ul>	2	4	8	Headteacher		
Transmission within office spaces		<p><b>Whilst social distancing and face mask requirements have been lifted it is good practice to maintain some levels of basic control during the normal school day. Therefore the following are recommended</b></p> <ul style="list-style-type: none"> <li>a. Where possible furniture has been rearranged/marked as not to be used to prevent face to face working</li> <li>b. Rooms are well ventilated (see section on ventilation)</li> <li>c. Unnecessary items have been removed to support effective cleaning of the area</li> <li>d. Hot desking is avoided</li> <li>e. Desks near busy circulation spaces are not used</li> </ul> <p><b>The following measures are implemented where the above measures cannot be followed:</b></p> <ul style="list-style-type: none"> <li>a. Additional work spaces are be allocated where possible</li> <li>b. Sharing of workspace is minimised and workspaces are thoroughly cleaned between users.</li> <li>c. Consideration is given to individual risk assessments when considering who occupies different workspaces and shared facilities</li> <li>d. Screens are installed.</li> </ul>	2	4	8	Headteacher		



Outbreak Management plan							
	<p>The information below has been produced using the following document</p> <p><a href="#">Contingency Framework: Education and childcare settings 15 Dec 21</a></p> <p>The overarching objective is to maximise the number of children and young people in face to face education or childcare and minimise any disruption, in a way that best manages the Covid-19 risk.</p> <p>Whilst school settings have implemented control measures in line with their risk assessments it makes sense to consider the extra action that may be required in the event of an increase in positive cases (outbreak) within the setting. The thresholds detailed below can be used as a guide as an indication of when to seek public health advice.</p> <p>For most educational settings, whichever of these thresholds is reached first:</p> <ul style="list-style-type: none"> <li>• 5 students or staff, who are likely to have mixed closely, test positive for CCV-19 within a 10 day period; or</li> <li>• 10% of students or staff, who are likely to have mixed closely, test positive for CV-19 within a 10 day period.</li> </ul> <p>Example of groups that can be classed as having mixed closely are, but not limited to, the following</p> <ul style="list-style-type: none"> <li>• A form group or subject class</li> <li>• A friendship group mixing at break times</li> <li>• A sports team</li> <li>• An after school group</li> <li>• Students and teachers carrying a practical course that requires hands-on teaching (Hairdressing) etc.</li> </ul> <p>Should the thresholds stated be reached a review of the testing, hygiene and ventilation control measures already in place should occur in the first instance</p> <p>Settings may wish to seek additional public health advice if they are concerned about transmission in the setting, either by phoning the DfE helpline (0800 046 8687, option 1) or in line with other local arrangements</p> <p>However, irrespective of the guidance offered by Public health communication must remain a priority.</p>						
Communication	<p><b>Following a local outbreak it may be necessary to reintroduce certain measures within the school site to address the possible cause pathway.</b></p> <p><b>Communicating these requirements will be a priority task and should follow the hierarchy of dissemination as follows</b></p> <ul style="list-style-type: none"> <li>• Senior leaders</li> <li>• All Staff</li> <li>• Parents &amp; Carers</li> <li>• Students</li> </ul> <p><b>General Arrangements -</b></p> <ol style="list-style-type: none"> <li>Arrangements have been put in place to ensure communication and collaboration between pupils, staff, staff representatives (e.g. unions) and parents. Communication routes are publicised and have been formally planned.</li> <li>Parents and carers have been communicated with about symptoms and household isolation requirements</li> <li>Staff report immediately to the headteacher about any cases of suspected coronavirus, even if they are unsure</li> <li>The headteacher contacts the local HPT immediately about any suspected cases of coronavirus, even if they are unsure, and discusses if any further action needs to be taken.</li> <li>Schools put into place any actions or precautions advised by their local HPT in line with this management plan</li> <li>Schools keep staff, pupils and parents adequately updated about any changes to infection control procedures as necessary.</li> <li>A letter (Communicating arrangements with parents and parent engagement (primary and Early Years or Secondary) has been completed and sent to all parents/Carers, where required the School has added additional information that has been identified in this risk assessment.</li> </ol> <p><b>Visitors &amp; Contractor awareness</b> - Information to inform visitors of any reintroduced control measures will be displayed in a suitable place where necessary, including information about social distancing, hygiene and not attending if the person has symptoms. Where possible this information is also shared on the school website or directly with visitors in advance. A record of all visitors should be kept as per normal daily procedure.</p>						

	<p><b>Communicating safety arrangements -</b></p> <ul style="list-style-type: none"> <li>a. Site signage has been reviewed</li> <li>b. Site changes such as entrances and exits will be identified where required</li> <li>c. Communication will include the use of recommended information on notice boards and throughout the school, for example, handwashing, key staff notices</li> <li>d. The arrangements that have been put in place have considered additional and inclusive support measures where needed, for example, routes have been marked in braille or with other meaningful symbols.</li> <li>e. The <a href="#">COVID-19 Secure</a> notice is displayed to confirm that all required measures have been implemented.</li> </ul>						
Increased testing requirements	<p><b>An outbreak above the threshold levels may require more frequent, or the reintroduction of asymptomatic testing sites in schools where they have been stood down.</b></p> <p>All settings should ensure their contingency plans reflect the possibility of increased use of lateral flow device (LFD) testing by staff and, where they are already being offered testing, for pupils and students.</p> <p>This could include advice on increased LFD testing, which may be advised for an individual setting or in areas of high prevalence by DsPH as part of their responsibilities in outbreak management.</p> <p>This could also include advice on the reintroduction of onsite testing for settings across areas that have been offered an enhanced response package or are in an enduring transmission area, where settings and DsPH decide it is appropriate.</p> <p>These additional testing measures would need to be agreed with settings and we encourage DsPH to consult settings and work with them to identify what support may be needed to do this.</p> <p>Secondary schools and colleges should consider how asymptomatic test sites (ATS) could be implemented in a way that does not negatively impact the education they provide to their pupils and students.</p> <p>DsPH should keep DfE and UKHSA informed of all cases where they are considering recommending ATS for an education setting, via their RPT and RSC.</p>						
Reintroduction of face coverings	<p><b>Following the identification of the Omicron variant the reintroduction of Face coverings has been recommended as a temporary measure</b></p>						
Introduction of limitations	<p><b>Schools may be advised to limit the following and should assess how this may impact the educational provision</b></p> <ul style="list-style-type: none"> <li>● Cancellation of residential visits</li> <li>● Cancellation of open days</li> <li>● Cancellation of transition or tester days</li> <li>● Limiting parental attendance at the school (Parent evenings)</li> <li>● Cancellation of live performances</li> </ul>						
Attendance restrictions	<p>High-quality face-to-face education remains a government priority. Attendance restrictions should only ever be considered as a short-term measure and as a last resort:</p> <ul style="list-style-type: none"> <li>● for individual settings, on public health advice in extreme cases where other recommended measures have not broken chains of in-setting transmission</li> <li>● across an area, on government advice in order to suppress or manage a dangerous variant and to prevent unsustainable pressure on the NHS</li> </ul> <p>In all circumstances, priority should continue to be given to vulnerable children and young people and children of critical workers to attend to their normal timetables.</p> <p>Where measures include attendance restrictions, DfE may advise on any other groups that should be prioritised. Settings should make sure their contingency plans cover the possibility they are advised, temporarily, to limit attendance and should ensure that high-quality remote education is provided to all pupils or students not attending</p> <p><b>Remote education</b></p> <p>High-quality remote learning in schools, further education, and higher education settings should be provided for all pupils and students if:</p> <ul style="list-style-type: none"> <li>● they have tested positive for COVID-19 but are well enough to learn from home</li> </ul>						

	<ul style="list-style-type: none"> <li>attendance at their setting has been temporarily restricted</li> </ul> <p>On-site provision should in all cases be retained for vulnerable children and young people and the children of critical workers. If settings have to temporarily stop onsite provision on public health advice, they should discuss alternative arrangements for vulnerable children and young people with the local authority.</p> <p><b>Education workforce</b></p> <p>If restrictions on child, pupil and student attendance are ever needed, leaders of childcare and education settings will be best placed to determine the workforce required onsite and if it is appropriate for some staff to work remotely.</p> <p>Employers should be able to explain the measures they have in place to keep staff safe at work.</p> <p><b>School meals</b></p> <p>Schools should provide meal options for all pupils who are in school. Meals should be available free of charge to all infant pupils and pupils who meet the benefits-related free school meals eligibility criteria.</p> <p>Schools should also continue to provide free school meals support in the form of meals or lunch parcels for pupils who are eligible for benefits related to free school meals and who are not attending school because they have had symptoms or a positive test result themselves.</p> <p><b>Educational visits</b></p> <p>Any attendance restrictions should be reflected in the visits risk assessment and setting leaders should consider carefully if the educational visit is still appropriate and safe. Only students who are attending the setting should go on an educational visit. Education settings should consult the health and safety guidance on educational visits when considering visits.</p> <p><b>Cleaning</b></p> <p>The site manager/ Cleaning manager is to arrange for a deep clean of any areas of the school site not utilised taking into account the risk posed to cleaning staff</p> <p><b>Statutory inspections, testing and servicing</b></p> <p>The site manager is to continue to arrange compliance requirements but should inform all contractors of the additional requirements that may be in place at the school</p> <p>Access</p> <ol style="list-style-type: none"> <li>The Headteacher or Site manager remain on call to provide access to site of required</li> <li>Signage is displayed that the school site remains closed and provides suitable contact numbers</li> </ol>						
Contractor working / visits	<p><b>As part of the outbreak control it may be necessary to reduce the number of visitors attending the site. Therefore:</b></p> <ol style="list-style-type: none"> <li>Contractors involved in projects should be informed of the restrictions and ensure they minimise their travel and interaction around the site</li> <li>Where possible visits that are not essential to education and safeguarding should occur out of hours.</li> <li>Where visits cannot take place outside of school hours, e.g. because they cannot be rescheduled or are needed during the day, an assessment of how possible social distancing can be maintained must be carried out and agreed in advance.</li> </ol> <ol style="list-style-type: none"> <li>Contractors who provide services on school premises have confirmed they are COVID-19 secure</li> </ol>						

(L - Likelihood C – Consequence RR – Risk Rating NRR – New Risk Rating)