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| **Activity/**  **Situation** | | | **FULL OPENING OF SCHOOLS DURING COVID-19 PANDEMIC FROM APRIL 2021** | | | | | | | | | | | | | |
| **Location** | | | **ELVINGTON CE PRIMARY SCHOOL** | | | | | | | | | | | | | |
| **Persons at Risk** | | | **Pupils** | **Employees** | | | | **Visitors** | | | **Contractors** | | | | | |
| **HAZARD(S)** | | | * **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** * **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**   **This risk assessment is supported by the documents ‘Preparation for full opening – Monday March 8th 2021’ and ‘drop off and pick up routines’. It has been shared with all relevant stakeholders and approved by Elvington’s FGB – subject to email approval.** | | | | | | | | | | | | | |
| **CONTROL MEASURES** | | | | | **ADDITIONAL INFORMATION** | | | | | **YES** | | **NO** | | | **N/A** | |
| **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 | | | | | School will work in class bubbles and staffing will remain consistent with a class teacher and TA. One member of staff (Mrs Marjoram) and the Head (Mr Buttery) will be floaters for SEN and PPA. **Class 1** – Miss Rushmer and Mrs Watson. **Class 2** – Miss Palmer, Mrs Harvie/Mrs Grayson. **Class 3** – Mrs Granger and Mrs Grayson. **Class 4** – Mrs Ingle and Mrs Challis. **Class 5** – Mrs Haffey and Mrs Bailey | | | | |  | |  | | |  | |
| 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. This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome. | | | | | Attendance registers and seating layouts retained. | | | | |  | |  | | |  | |
| Distinct groups or ‘bubbles’ that do not mix are maintained which makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and to keep that number as small as possible | | | | | Class sized bubbles will be implemented and will stay together for all activities, separate from other class bubbles  Class 1 – 25 children  Class 2 – 26 children  Class 3 – 24 children  Class 4 – 28 children  Class 5 – 31 children | | | | |  | |  | | |  | |
| 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). | | | | | Class sized bubbles will be implemented and will stay together for all activities, separate from other class bubbles  **Class 1** – 25 children  **Class 2** – 26 children  **Class 3** – 24 children  **Class 4** – 27 children  **Class 5** – 31 children | | | | |  | |  | | |  | |
| 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 | | | | | Actioned. | | | | |  | |  | | |  | |
| Schools with the capability to do it should take steps to limit interaction, and the sharing of rooms and social spaces between groups as much as possible | | | | | Actioned. | | | | |  | |  | | |  | |
| 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 | | | | | Acknowledged. | | | | |  | |  | | |  | |
| 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 | | | | | This will not be necessary. | | | | |  | |  | | |  | |
| Siblings may be in different groups | | | | | A covered outside area will be made available for siblings in different year groups to be dropped off. | | | | |  | |  | | |  | |
| Teachers and other staff operate across different classes and year groups in order to facilitate the delivery of the school timetable | | | | | **PPA Cover - Mrs Rushmer** - covered by Mr Buttery & Mrs Marjoram on Wednesday afternoon. **Mrs Palmer** - covered by Mrs Marjoram & Mr Buttery on Wednesday afternoon. **Mrs Granger** - covered by Mr Buttery & Mrs Marjoram on Thursday afternoon. **Mrs Ingle** - covered by Mrs Marjoram & Mr Buttery. **Mrs Haffey** - covered by Mrs Marjoram on Friday afternoon.  **Subject Leader Cover** Mrs Marjoram on alternating Friday mornings (to be formalised at the start of each half term).  **KS2 Interventions** Mrs Bailey during afternoons (separate timetable). | | | | |  | |  | | |  | |
| 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. The number of interactions or changes are minimised wherever possible. | | | | | Minimising contact between individuals and maintaining social distancing wherever possible. The use of face coverings moving around outside the classrooms may be needed at the head teacher’s discretion | | | | |  | |  | | |  | |
| Where possible adults maintain a 2 metre distance from each other, and from children | | | | | This will be supported by classroom layout and pupil positioning. | | | | |  | |  | | |  | |
| Adults avoid close face to face contact and limit time spent within 1 metre of anyone. | | | | | ***Direct close contacts*** *- face to face contact with an infected individual for* ***any length of time****, within 1m, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin).* ***Proximity contacts*** *- extended close contact (within 1-2m for more than 15 mins) with an infected individual*  Minimising contact between individuals and maintaining social distancing wherever possible. | | | | |  | |  | | |  | |
| **Updated**: Educational and care support is provided as normal to pupils who have complex needs or who need close contact care **with other increased hygiene protocols in place to minimise the risk of transmission** | | | | | This continues, minimising contact between individuals and maintaining social distancing where possible | | | | |  | |  | | |  | |
| Schools, local authorities, health professionals, regional schools commissioners and other services work together to ensure that children with medical conditions are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers | | | | | In some cases, a pupil’s medical needs will mean this is not possible, and educational support will require flexibility. [Our guidance on supporting pupils at school with medical conditions](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf) remains in place | | | | |  | |  | | |  | |
| Pupils are seated side by side and facing forwards, rather than face to face or side on | | | | | Classrooms are arranged differently, resulting in pupils sitting side by side and facing forwards, rather than face to face or side on. | | | | |  | |  | | |  | |
| Unnecessary furniture has been moved out of classrooms to make more space | | | | | Classrooms have been rearranged. | | | | |  | |  | | |  | |
| Large gatherings such as assemblies or collective worship with more than one group do not take place | | | | | Whole-school Collective Worship & Sharing Assemblies will not take place due to guidance that groups should be kept apart. Collective Worship and sharing of certificates will still take place in class bubbles and via Google Meets. | | | | |  | |  | | |  | |
| The timetable and selection of classroom or other learning environment has been used to keep groups apart and reduce movement around the school or building | | | | | Busy corridors, entrances and exits are avoided. Walky-talkies are used to facilitate communication & ensure no conflicting movement of groups. Timetables have been arranged & shared to avoid clashes. | | | | |  | |  | | |  | |
| Break times are staggered so that all pupils are not moving around the school at the same time | | | | | **Class 1** Morning 10.00-10.15am. Afternoon 2- 2.15pm. Split from Class 2  **Class 2:** Morning 10.00-10.15am. Afternoon 2-2.15pm. Split from Class 1  **Class 3:** Morning 10.20-10.35am. Afternoon 2-2.15pm. Split from other classes. **Class 4:** Morning 10.40-10.55am. Afternoon 2-2.15pm, split from other classes. **Class 5:** Morning 10.40-10.55am split from Class 4. Afternoon– 2-2.15pm, split from other classes | | | | |  | |  | | |  | |
| Lunch breaks are staggered | | | | | In the Hall.  **Class 1**: 11.20-11.40am.  **Class 2**: 11.40am-12pm.  **Class 3**: 12.00-12.20pm. **Class 4:** 12.20-12.40pm. **Class 5**: 12.40-1.00pm.  All classes follow lunch with half an hour on playground or field – split from other classes. | | | | |  | |  | | |  | |
| Numbers of staff using Staff Room are limited or the use of Staff Room is staggered to ensure that staff maintain 2 metres distance from each other. | | | | | Only 1 member of staff will use the kitchen area at any one time. Seating in the Staff Meetings is socially distanced. | | | | |  | |  | | |  | |
| Staff meetings take place remotely where possible. Where this is not possible staff meetings take place in a large well ventilated room ensuring 2 metres social distancing at all times | | | | | This is in place for school. A weekly email is also used to encourage communication with all staff. | | | | |  | |  | | |  | |
| **Updated** Consideration is given to staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school  **A staggered start may include;**   * **Condensing or staggering free periods or break time but retaining the same amount of teaching time.** * **Keeping the length of the day the same but starting and finishing later to avoid busy periods.** | | | | | **Class 1 -** Arrive 8.10-8.20am. Collect 2.30-2.40pm. **Class 2**– Arrive 8.20-8.30am. Collect 2.40-2.50pm. **Class 3**– Arrive 8.30-8.40am. Collect 2.50-3pm. **Class 4** – Arrive 8.40-8.50am. Collect 3-3.10pm. **Class 5** – Arrive 8.50-9am. Collect 3.10 - 3.20pm. | | | | |  | |  | | |  | |
| Parents’ drop-off and pick-up protocols planned to minimise adult to adult contact [CYPS Bulletin](https://r1.dmtrk.net/4BPJ-YG96-F1BBF27B433B8E862EBEDWD3AE4400931F7ED0/cr.aspx) | | | | | **At the start of the day –**Parents/carers are instructed to line up using the marked dividers on the pavement at the Elvington Lane entrance, in the allotted time slot for their child’s year group. Children will be handed over at the school gate to a member of staff. Parents/carers are not permitted on school site and will only be allowed in to the school building when strictly necessary, by appointment.  **At the end of the day** - Parents/carers are advised to arrive at the earliest possible listed time for their child’s year group. They should line up on the pavement outside school, respecting social distancing measures. Their child will be returned to them when they reach the front of the parent/carer line. To reduce contact between different groups of children, and adults, this will be a one way system. A request to wear face coverings was issued on Friday 6th November - [www.elvingtonprimary.org.uk/general/face-coverings](http://www.elvingtonprimary.org.uk/general/face-coverings) | | | | |  | |  | | |  | |
| All parents/carers entering the school premises (and in other congested areas around school premises) wear a face covering in addition to social distancing | | | | | This an extra safeguard to reduce the transmission of the virus. Please note that this does not apply to those who are medically exempt | | | | |  | |  | | |  | |
| Ensure that you inform those travelling by car that they should wait in their car until the specific drop off time. This will reduce the amount of people assembling in and around the school grounds and will help with social distancing | | | | | A letter with strict protocols has been issued to all parents/carers. | | | | |  | |  | | |  | |
| Ensure that you inform parents to maintain social distancing from others when dropping off and collecting pupils from school | | | | | A letter with strict protocols has been issued to all parents/carers. | | | | |  | |  | | |  | |
| 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) | | | | | A letter with strict protocols has been issued to all parents/carers. | | | | |  | |  | | |  | |
| 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) | | | | | A letter with strict protocols has been issued to all parents/carers. [www.elvingtonprimary.org.uk/general/preparation-for-full-opening-september](http://www.elvingtonprimary.org.uk/general/preparation-for-full-opening-september) | | | | |  | |  | | |  | |
| **Updated**: Schools can resume educational day visits from 12th April 2021. | | | | | **Updated** Any educational day visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination | | | | |  | |  | | |  | |
| **Updated** Domestic and International residential educational visits must not take place at this time. This will be reviewed no earlier than 17 May | | | | | Acknowledged. | | | | |  | |  | | |  | |
| **Updated:** School will work to resume all before and after-school educational activities and wraparound childcare for pupils. | | | | | Acknowledged. | | | | |  | |  | | |  | |
| School works closely with any external wraparound providers which their pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day | | | | | Acknowledged. | | | | |  | |  | | |  | |
| **Updated** If the provision is taking place indoors and it is not possible to group children in the same bubble as they are in during the school day, providers should try to keep them in consistent groups of no more than 15 children and at least one staff member | | | | | Acknowledged. | | | | |  | |  | | |  | |
| **Updated** Activities taking place outdoors can happen in groups of any number | | | | | **Updated** This is because the transmission risk is lower outside | | | | |  | |  | | |  | |
| Where parents are using external childcare providers or out of school extra-curricular activities for their children, they are advised:  • to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible.  • encouraged to check providers have put in place their own protective measures  • sent the link to the guidance for parents and carers | | | | | Acknowledged. | | | | |  | |  | | |  | |
| If school premises are hired out for use by external wraparound childcare providers, such as after-school or holiday clubs, school have made sure these organisations have:  • considered the relevant government guidance for their sector  • put in place protective measures | | | | | N/A | | | | |  | |  | | |  | |
| **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 | | | | | Promoted via communications - twitter.com/CityofYork/status/1326434814627618816 | | | | |  | |  | | |  | |
| 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) | | | | |  | |  | | |  | |
| **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 | | | | | Enhanced cleaning measures have been introduced and school are ensuring these are followed at all times. The cleaning staff hours have been adjusted to cope with the extra demand and need. | | | | |  | |  | | |  | |
| Frequently touched surfaces, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters etc. are cleaned more often than normal | | | | | These are cleaned regularly throughout the day as above. | | | | |  | |  | | |  | |
| Electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use | | | | | These are done by the cleaning staff before the children arrive and when they have left. | | | | |  | |  | | |  | |
| Bins for tissues and other rubbish are emptied throughout the day | | | | | Yes – lidded bins are used. | | | | |  | |  | | |  | |
| Stocks of cleaning chemicals, liquid soap, paper towels, tissues, toilet roll, bin bags etc. regularly checked and additional supplies requested as necessary | | | | | These are checked by the Site Manager and supplies requested from the Admin Officer. | | | | |  | |  | | |  | |
| Consideration given to how play equipment is used ensuring it is appropriately cleaned between groups of children using it | | | | | Play equipment is cleaned after use. | | | | |  | |  | | |  | |
| Outdoor playground equipment should be more frequently cleaned (including all resources used inside and outside by wraparound care providers) | | | | | Equipment is cleaned by staff throughout the day after use by children and daily by the cleaner. Minimal play equipment is available at this time. | | | | |  | |  | | |  | |
| **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 | | | | | Pencils or pens will continue to be used only by one member of staff or pupil, and not shared with others. | | | | |  | |  | | |  | |
| 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 | | | | | Classroom-based resources, such as books and games, will be used and shared within a bubble. | | | | |  | |  | | |  | |
| 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 | | | | | This has been communicated to all members of staff. | | | | |  | |  | | |  | |
| Pupils should limit the amount of equipment they bring into school each day, includingessentials such as lunch boxes, hats, coats, books, stationery, bags and mobile phones (depending on school policy). | | | | | Parents/carers have been advised of this. | | | | |  | |  | | |  | |
| The ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment has been assessed and where cleaning or disinfecting is not possible or practical, resources will be either:  • restricted to one user  • left unused for a period of 48 hours (72 hours for plastics) between use by different individuals | | | | | Equipment is disinfected between use | | | | |  | |  | | |  | |
| 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 | | | | | PE kits come into school on Monday and return home on Friday, or sooner where possible. Reading books are provided once a week (on Monday) and should be returned on Friday. This allows 48 hrs before books are passed to another child. | | | | |  | |  | | |  | |
| Devices/ laptops/tablets etc. that are brought from home to school and back again are cleaned at the start/end of day | | | | | No devices are brought from home to school. | | | | |  | |  | | |  | |
| **Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors** | | | | | | | | | | | | | | | | |
| Contact with individuals who are required to self-isolate is minimised by ensuring they do not attend the school. | | | | | Acknowledged. | | | | |  | |  | | |  | |
| Anybody contacted by NHS Test and Trace or local health protection team and told to self-isolate because they have been a close contact of a positive case, has a legal obligation to do so | | | | | Acknowledged. | | | | |  | |  | | |  | |
| **Updated** Pupils, staff and other adults must not come into the school if:   * they have one or more[coronavirus (COVID-19) symptoms](https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works%23part-1-people-who-develop-symptoms-of-coronavirus) * a member of their household (including someone in their [support bubble](https://www.gov.uk/guidance/making-a-support-bubble-with-another-household) or [childcare bubble](https://www.gov.uk/guidance/making-a-childcare-bubble-with-another-household) if they have one) has coronavirus (COVID-19) symptoms * they are required to [quarantine having recently visited countries outside the Common Travel Area](https://www.gov.uk/uk-border-control/self-isolating-when-you-arrive) * they have had a positive test * **have been in close contact with someone who tests positive for coronavirus (COVID-19)** | | | | | Acknowledged and actioned when/if required. | | | | |  | |  | | |  | |
| **Updated:** School makes everyone onsite or visiting aware that they must immediately cease to attend and not attend for at least 10 days from the day after:  • the start of their symptoms  • the test date if they did not have any symptoms but have had a positive test **LFD OR PCR test (if an LFD test is taken first, and a PCR test is then taken within 2 days of the positive lateral flow test and is negative, it overrides the LFD test and the pupil can return to school).** | | | | | Acknowledged and actioned when/if required. | | | | |  | |  | | |  | |
| **Updated** The pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia | | | | | **Updated** This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice. | | | | |  | |  | | |  | |
| The school recognises that if they have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required | | | | | This will be actioned if/when necessary. | | | | |  | |  | | |  | |
| Where a pupil routinely attends more than one setting on a part time basis, e.g. because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the pupil. Pupils should be able to continue attending both settings. | | | | | While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact except when required by specific public health advice | | | | |  | |  | | |  | |
| Where individuals are self-isolating and are within the definition of vulnerable, school has put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support | | | | | This will be actioned if/when necessary. | | | | |  | |  | | |  | |
| Where schools are carrying out their own testing regime, they make it clear to staff and pupils that a negative test result does not remove the risk of transmission. In some cases, someone who has tested negative may still have the undetected disease and be infectious. It is therefore essential that everyone continues to follow good hygiene and observe social distancing measures whether or not they have been tested | | | | | Acknowledged. | | | | |  | |  | | |  | |
| **Updated** All CEV pupils should attend their school unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician not to attend. | | | | | School will request a copy of the shielding letter sent to CEV children from parents, to confirm they are advised not to attend school or other educational settings whilst shielding guidance is in place | | | | |  | |  | | |  | |
| **Updated** CEV individuals are no longer advised to shield but must continue to follow the rules in place for everyone under the current national restrictions | | | | | Acknowledged and actioned when/if required. | | | | |  | |  | | |  | |
| **Updated** Staff with specific health conditions who fall within the CEV 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. 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 | | | | | **Updated** Individual risk assessments are needed and guidance must be sought | | | | |  | |  | | |  | |
| Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings | | | | | Acknowledged and actioned when/if required. | | | | |  | |  | | |  | |
| CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission. | | | | | Acknowledged and actioned when/if required. | | | | |  | |  | | |  | |
| Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home. | | | | | Acknowledged and actioned when/if required. | | | | |  | |  | | |  | |
| **Updated** Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from coronavirus (COVID-19) where it is not possible to work from home, these staff can attend school as long as the [system of controls](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-coronavirus-covid-19-operational-guidance#system-of-controls) | | | | | [information available on who is at higher risk from coronavirus](https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/) | | | | |  | |  | | |  | |
| Pregnant women are in the ‘clinically vulnerable’ category | | | | | School must complete the New and Expectant Mothers as well as the Covid Individual risk assessments. Both RAs must be reviewed prior to 28 weeks when risk factors increase. Individual RAs will need to be subject to regular review. [RCOG Q&A -covid-19-virus-infection-and-pregnancy](mailto:https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/covid-19-virus-infection-and-pregnancy/%23coronavirus) | | | | |  | |  | | |  | |
| **Updated** We currently advise, due to the increased risk of serious illness and premature birth after 28 weeks gestation arising from Covid, that pregnant colleagues in their 3rd trimester do not attend a physical workplace.  Therefore, from now on pregnant employees in their 3rd trimester should be directed to work from home if they are currently attending a workplace.  This should happen as soon as possible, and so managers are required to send home any pregnant employees who have reached the start of their 28th week of pregnancy | | | | | **Updated** As pregnant women are currently advised not to be vaccinated and there continues to be moderate levels of coronavirus transmission within the community, we have decided to continue to advise those in the 3rd trimester of pregnancy to continue to remain away from workplaces.  As per NYCC and CYC recommendation. | | | | |  | |  | | |  | |
| **Updated** Whilst pregnant women are at no greater risks of catching Covid, there is evidence that those is later pregnancy are at greater risk of severe illness if they contract the virus and may give birth pre-term. Therefore, from now on pregnant employees in their 3rd trimester should be directed to work from home if they are currently attending a workplace. This should happen as soon as possible, so managers are required to send home any pregnant employees who have reached the start of their 28th week of pregnancy | | | | | As per NYCC recommendation. | | | | |  | |  | | |  | |
| **Updated** All employers have a duty of care to their employees, and this extends to their mental health.  Make sure you have explained to all staff the measures you are putting in place. Discuss with all staff any changes in place as part of these measures.  Because some staff may be particularly anxious about returning, you may need extra systems in place to support staff wellbeing | | | | | **Updated** Read about the: [extra mental health support for pupils and teachers](https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers), [Wellbeing for Education return programme](https://www.gov.uk/government/publications/wellbeing-for-education-return-grant-s31-grant-determination-letter)  [Education Support](https://www.educationsupport.org.uk/) provides a free helpline for school staff and targeted support for mental health and wellbeing | | | | |  | |  | | |  | |
| Volunteers may be used to support the work of the school, as would usually be the case | | | | | Mixing of volunteers across groups will be kept to a minimum, and they will remain 2 metres from pupils and staff where possible | | | | |  | |  | | |  | |
| Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual | | | | | With minimal contact and only when necessary. | | | | |  | |  | | |  | |
| Where it is necessary to use supply staff & peripatetic teachers, those individuals will be expected to comply with the school’s arrangements for managing and minimising risk, including taking particular care to minimise contact and maintain as much distance as possible from other staff. | | | | | The school does not expect to use supply staff due to other capacity. Any peripatetic teachers or consultants will adhere to school procedure.  To minimise numbers of temporary staff entering school premises, and secure best value, longer assignments with supply teachers will be used with an agreed minimum number of hours across the academic year. | | | | |  | |  | | |  | |
| **Updated**: Supply staff, volunteers and other temporary or peripatetic staff can move between schools.  This also applies to other temporary staff and volunteers working in schools such as:   * support staff working on a supply basis * peripatetic staff such as music tutors and sports coaches * those working in before and after school clubs | | | | | **Updated** They will ensure they minimise contact and maintain as much distance as possible from other staff  Such staff and visitors must follow your school’s arrangements for managing and minimising risk based on the [system of controls](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-coronavirus-covid-19-operational-guidance#system-of-controls). They should also have access to information on the safety arrangements and be provided with this as soon as possible after the booking. | | | | |  | |  | | |  | |
| **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 **10** days from when the symptomatic person first had symptoms | | | | | The school will adhere to the following; [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 they tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms | | | | |  | |  | | |  | |
| 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. A window should be opened for fresh air ventilation if it is safe to do so. | | | | | If it is not possible to isolate them, they will be moved to an area which is at least 2 metres away from other people. | | | | |  | |  | | |  | |
| 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 | | | | | To be monitored by staff. | | | | |  | |  | | |  | |
| 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) | | | | | See Inadequate Personal Protection & PPE section of this risk assessment. | | | | |  | |  | | |  | |
| In non-residential schools, if a pupil displays coronavirus (COVID-19) symptoms, or has a positive test, while at their school they should avoid using public transport and, wherever possible, be collected by a member of their family or household | | | | | **Updated If someone who uses dedicated transport tests positive, local authorities should work with schools and colleges to identify close contacts** | | | | |  | |  | | |  | |
| In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result | | | | | If this is not possible, alternative arrangements will be organised by school, possibly through the LA who may be able to help source a suitable vehicle providing appropriate protection for the driver, who will be made aware that the individual has tested positive or is displaying symptoms | | | | |  | |  | | |  | |
| 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 | | | | | Actioned if/when necessary. | | | | |  | |  | | |  | |
| **Updated**: Any members of staff who have provided close contact care to someone with symptoms **regardless of whether they are** wearing PPE and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless;   * the symptomatic person subsequently tests positive * they develop symptoms themselves (in which case, they should arrange to have a test) * they are requested to do so by NHS Test & Trace or the PHE advice service (or PHE local health protection team if escalated) * they have tested positive from an LFD test as part of a community or worker programme. **If an LFD test is taken first, and a confirmatory PCR test is taken within 2 days if the positive lateral flow test, and is negative, it overrides the LFD test and the individual can return to school.** | | | | | Actioned if/when necessary. | | | | |  | |  | | |  | |
| 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 | | | | | Actioned if/when necessary. | | | | |  | |  | | |  | |
| 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 | | | | | This will be done in adherence with the following; [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) | | | | |  | |  | | |  | |
| **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.The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents **or** carers if using a home testing kit | | | | | This has been communicated frequently to staff, parents/carers.  *The advice service (or PHE local health protection team if escalated) will provide definitive advice on who must be sent home. A template letter has been provided to schools, on the advice of the health protection team, to send to parents and staff if needed* | | | | |  | |  | | |  | |
| **Updated** School have received an initial supply of 10 **PCR** **test kits** **before the start of the autumn term in 2020** and information about how to order to replenish this supply when they are running out | | | | | **Updated School can replenish these kits when they run out by making an order through the online portal.**  School should call the Test and Trace helpdesk on 119 if these have not arrived. | | | | |  | |  | | |  | |
| School determines how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils. | | | | | The test kits sent to schools are provided to be used in the exceptional circumstance that a pupil becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. These kits can be given directly to parents/carers collecting a child who has developed symptoms at school.  Further information is provided in our guidance [Coronavirus (COVID-19): test kits for schools and FE providers](https://www.gov.uk/government/publications/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers). | | | | |  | |  | | |  | |
| The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines | | | | | Actioned. | | | | |  | |  | | |  | |
| **Updated** It remains essential that anyone who gets a positive result from an LFD test self-isolates immediately, as must other members of their household, while they get a confirmatory PCR test | | | | | Actioned if/when necessary. | | | | |  | |  | | |  | |
| **Updated** Whilst awaiting the confirmatory PCR result, pupils, students and staff and close contacts should continue to self-isolate | | | | | Actioned if/when necessary. | | | | |  | |  | | |  | |
| Those with symptoms are expected to order a test online or visit a test site to take a lab-based polymerase chain reaction (PCR) test to check if they have the virus | | | | | Actioned if/when necessary. | | | | |  | |  | | |  | |
| 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 | | | | | This has been communicated to staff, parents/carers. | | | | |  | |  | | |  | |
| 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) | | | | | This has been communicated frequently to staff, parents/carers.  Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms | | | | |  | |  | | |  | |
| Parents and staff are asked to inform the school immediately of the results of a test | | | | | This has been communicated frequently to staff, parents/carers.  Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. | | | | |  | |  | | |  | |
| **Updated** If a member of the household starts to display symptoms while self-isolating they will need to restart the 10-day isolation period and book a test. | | | | | Actioned if/when necessary. | | | | |  | |  | | |  | |
| **Updated** If anyone tests positive whilst not experiencing symptoms, but develops symptoms during the isolation period, they must restart the 10-day isolation period from the day they developed symptoms. | | | | | Actioned if/when necessary. | | | | |  | |  | | |  | |
| If someone with symptomstests negative for coronavirus (COVID-19) then they should stay home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case when they will need to self-isolate for **10** days from the date of that contact. | | | | | This has been communicated frequently to staff, parents/carers.  Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation | | | | |  | |  | | |  | |
| Someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the **10**-day isolation period | | | | | This is because they could still develop coronavirus (COVID-19) within the remaining days | | | | |  | |  | | |  | |
| If someone with symptomstests 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 continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 10 days | | | | | School will take swift action when they become aware someone who has attended has tested positive for coronavirus and will follow the process outlined on the flow chart. They will contact the local health protection team (HPT) and are aware that the HPT will contact them directly if they become aware that someone who attended school has tested positive for coronavirus as identified by NHS Test and Trace. | | | | |  | |  | | |  | |
| **Updated** Schools send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for **10** days since they were last in close contact with that person when they were infectious  **Close contact can be anyone who;**   * **lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19)** * **has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with either a PCR test or LFD test (if a confirmatory PCR test is negative, provided it was taken within two days of the positive LFD, it overrides the lateral flow test and close contacts can stop self isolating.** * **Face to face contacts including being coughed on or having a face to face conversation within 1 metre for 1 minute or longer without face to face contact** * **Been within 2 metres of someone for more than 15 minutes (either as a one off contact or added up together over 1 day)** * **Travelled in the same vehicle or plane** | | | | | Acknowledged and actioned when/if required. | | | | |  | |  | | |  | |
| School must take swift action when they become aware that someone who has attended has tested positive for coronavirus and must contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority | | | | | This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice | | | | |  | |  | | |  | |
| Public Health England has good evidence 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 | | | | | We do have the means for taking a pupil’s temperature, however, this is not carried out routinely. | | | | |  | |  | | |  | |
| **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 | | | | | Notices are displayed in the school entrance to advise visitors. Other notices are visible around school for staff and pupils. An automatic sanitiser is situated at the school entrance. When pupils arrive they put down their bags and sanitise their hands before entering school. They also do this before leaving. Sanitiser is available upon entrance to the lunch hall and in classrooms for use throughout the day. Staff sanitise regularly. | | | | |  | |  | | |  | |
| Consideration given to how often pupils and staff will need to wash their hands and incorporated time for this is in timetables or lesson plans | | | | | Actioned – there will be multiple times this will be actioned throughout the school day. This will include any transitions between classrooms, the hall and outside. | | | | |  | |  | | |  | |
| Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff | | | | | Actioned if/when necessary. | | | | |  | |  | | |  | |
| Pupils who use saliva as a sensory stimulant or who struggle with ‘catch it, bin it, kill it’ may also need more opportunities to wash their hands and this has been considered | | | | | Actioned if/when necessary. | | | | |  | |  | | |  | |
| Help given to pupils with complex needs to clean their hands properly | | | | | Actioned if/when necessary. | | | | |  | |  | | |  | |
| 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 | | | | | This is not applicable. | | | | |  | |  | | |  | |
| Hands are washed with liquid soap & water for a minimum of 20 seconds | | | | | Actioned. | | | | |  | |  | | |  | |
| 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 | | | | | Additional sanitising stations have been purchased. See picture above. | | | | |  | |  | | |  | |
| 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. | | | | | Other gel has been purchased and wipes are also available. | | | | |  | |  | | |  | |
| School has embedded hand washing routines into school culture, supported by behaviour expectations to help ensure younger pupils and those with complex needs understand the need to follow them | | | | | This is something all children are accustomed to. | | | | |  | |  | | |  | |
| 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 | | | | | More tissues have been purchased. | | | | |  | |  | | |  | |
| Bins (ideally lidded pedal bins) for tissues are available in each room | | | | | Purchased and in use. | | | | |  | |  | | |  | |
| School has embedded the ‘catch it, bin it, kill it’ approach to ensure younger pupils and those with complex needs get this right, and that all pupils understand that this is now part of how the school operates | | | | | The [e-bug](https://e-bug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene | | | | |  | |  | | |  | |
| **Inadequate Personal Protection & PPE** | | | | | | | | | | | | | | | | |
| Adults (staff and visitors) in Primary schools **DO** wear face coverings in areas outside of the classroom | | | | | Actioned – masks are available throughout the school building. | | | | |  | |  | | |  | |
| Children in Primary schools do not need to wear a face covering | | | | | Actioned. | | | | |  | |  | | |  | |
| Transparent face coverings can also be worn, but only to assist communication with someone who relies on lip reading, clear sound or facial expression to communicate | | | | | Actioned if/when necessary. | | | | |  | |  | | |  | |
| **Updated** Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. *Visors may protect against droplet spread in specific circumstances but are unlikely to be effective in preventing aerosol transmission, and therefore in a school environment are unlikely to offer appropriate protection to the wearer* | | | | | **Updated**. **Visors should only be used by those exempt from wearing a face covering after carrying out a risk assessment for the specific situation and should always be cleaned appropriately*.*** | | | | |  | |  | | |  | |
| Face coverings do not need to be worn by pupils when outdoors on the premises | | | | | Actioned. | | | | |  | |  | | |  | |
| Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places | | | | | Actioned if/when necessary. | | | | |  | |  | | |  | |
| Pupils are instructed to:   * not touch the front of their face covering during use or when removing it * dispose of temporary face coverings in a ‘black bag’ waste bin (not recycling bin) * place reusable face coverings in a plastic bag they can take home with them * wash their hands again before heading to their classroom | | | | | Actioned if/when necessary. | | | | |  | |  | | |  | |
| 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 | | | | | Only provided to staff, as this is not relevant to pupils. | | | | |  | |  | | |  | |
| 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 | | | | | Actioned. | | | | |  | |  | | |  | |
| Where a face covering becomes damp, it should not be worn and the face covering should be replaced | | | | | Actioned. | | | | |  | |  | | |  | |
| Where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, the school has taken steps to have a small contingency supply available to meet such needs | | | | | Kept in the Headteacher’s office. | | | | |  | |  | | |  | |
| School has a process for when face coverings are worn within school and how they should be removed. | | | | | This procedure is communicated clearly to pupils and staff – see letter [www.elvingtonprimary.org.uk/general/face-coverings](http://www.elvingtonprimary.org.uk/general/face-coverings) | | | | |  | |  | | |  | |
| Adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes | | | | | Actioned if/when necessary. | | | | |  | |  | | |  | |
| 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 | | | | | Plenty of PPE is available for staff and will be used as per the guidance; [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) | | | | |  | |  | | |  | |
| PPE for coronavirus (COVID-19) is required when performing [aerosol generating procedures (AGPs)](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe%23aerosol-generating-procedures-agps) | | | | | Acknowledged. | | | | |  | |  | | |  | |
| When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, is worn | | | | | Actioned if/when necessary. | | | | |  | |  | | |  | |
| **Visitors, Contractors & Spread of Coronavirus** | | | | | | | | | | | | | | | | |
| All visitors and contractors must make pre-arranged appointments or they will not be allowed on site | | | | | Visitors/contractors will be kept to essential visits | | | | |  | |  | | |  | |
| School ensures site guidance on physical distancing and hygiene is explained to visitors and contractors on or before arrival | | | | | This is done verbally or via email before the visit occurs. | | | | |  | |  | | |  | |
| Where visits can happen outside of school hours, they are arranged as such | | | | | Actioned. | | | | |  | |  | | |  | |
| 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 | | | | | Actioned. | | | | |  | |  | | |  | |
| Contractors to provide updated risk assessment prior to visit which includes their own controls round infection spread prevention | | | | | Times of visits will 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 | | | | |  | |  | | |  | |
| As normal, school engages with their local immunisation providers to provide immunisation programmes on site, ensuring these are delivered in keeping with the school’s control measures | | | | | These programmes are essential for children’s health and wellbeing | | | | |  | |  | | |  | |
| A record is kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace | | | | | School has displayed the QR code that can be scanned using the NHS app. | | | | |  | |  | | |  | |
| **Inadequate Ventilation** | | | | | | | | | | | | | | | | |
| Occupied spaces must always be well ventilated and a comfortable teaching environment maintained. This can be achieved by a variety of measures including:  **mechanical ventilation systems** – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply) | | | | | This was sent out in a recent newsletter –  *“Windows & classroom doors (internal & external) will be left open as much as possible to aid ventilation and teachers are planning lots of outdoor learning activities. Therefore it is essential that children come suitably dressed for all weather possibilities. Please be aware children can wear additional clothing (fleeces or extra sweatshirts) over the top of school uniform. An Elvington branded fleece can be purchased via this link:* [*https://school-shop.co.uk/product/navy-blue-fleecejacket-elvington-ce-primary-school*](https://school-shop.co.uk/product/navy-blue-fleecejacket-elvington-ce-primary-school)*. However, please don’t feel that a branded fleece is essential.”* | | | | |  | |  | | |  | |
| Ventilate spaces with outdoor air | | | | | Windows are kept open whenever possible. | | | | |  | |  | | |  | |
| Where possible, occupied room windows should be open. | | | | | Actioned. | | | | |  | |  | | |  | |
| Switch air handling units with recirculation to 100% outdoor air where this is not possible, systems are operated as normal | | | | | Further advice on this can be found in Health and Safety Executive guidance on [air conditioning and ventilation during the coronavirus outbreak](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm) and [CIBSE coronavirus (COVID-19) advice](https://www.cibse.org/coronavirus-covid-19/coronavirus,-sars-cov-2,-covid-19-and-hvac-systems) | | | | |  | |  | | |  | |
| Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and assist with creating a throughput of air. | | | | | Fire doors are not propped open unless they have a self-closing hold open device fitted. | | | | |  | |  | | |  | |
| In cold weather where the school heating system is activated, windows are open to provide trickle ventilation rather than being fully open | | | | | ***natural ventilation*** *– opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space)* | | | | |  | |  | | |  | |
| Consideration given to opening high level windows in preference to low level to reduce draughts | | | | | Actioned. | | | | |  | |  | | |  | |
| Consideration given to only opening every other window instead of all windows when the heating is activated | | | | | Actioned. | | | | |  | |  | | |  | |
| The school offers flexibility to allow additional, suitable indoor clothing | | | | | For more information see [School uniform](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#school-uniform) | | | | |  | |  | | |  | |
| Furniture rearranged where possible to avoid direct drafts | | | | | Actioned. | | | | |  | |  | | |  | |
| Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces | | | | | Actioned. | | | | |  | |  | | |  | |
| When heating is activated and windows are on trickle vent, consideration is given to employing desk fans to move any stagnant pockets of air | | | | | Desk fans are pointed away from people and pointed at walls etc. | | | | |  | |  | | |  | |
| If school needs to use additional heaters they only use sealed, oil filled electric heaters | | | | | Electric fan heaters used sparingly due to increased fire and electrical risk | | | | |  | |  | | |  | |
|  | | | | | | | | | | | | | | | | |
| Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment | | | | | | | | | | **Yes** | | | | **No** | | |
| What is the level of risk for this activity/situation with existing control measures | | | | | | | | | | **High** | | **Med** | | | **Low** | |
| Is the risk adequately controlled with existing control measures | | | | | | | | | | **Yes** | | | **No** | | | |
| Have you identified any further control measures needed to control the risk and recorded them in the action plan | | | | | | | | | | **Yes** | | | **No** | | | |
| **ACTION PLAN** (insert additional rows if required) | | | | | | | **To be actioned by** | | | | | | | | | |
| Further control measures to reduce risks *so far as is reasonably practicable* | | | | | | | **Name** | | | | **Date** | | | | | |
|  | | | | | | |  | | | |  | | | | | |
|  | | | | | | |  | | | |  | | | | | |
| 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):**  **and**  **Position(s):** | | **Nicola Jolly Waller – SBM**  **Andrew Buttery - Headteacher** | | | | **Signature(s):** | | | Nicola Jolly Waller | | | | | | | |
| **Date:** | | **Updated 26.04.21** | | | | **Review Date:** | | | **May 2021** | | | | | | | |
| **Distribution: All staff, governors and website for parents/carers to view.** | | | | | | | | | | | | | | | | |
| 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** | | | | | | | | | | | | | | |

