

Risk Assessment for Red Kite Learning Trust (Primary Schools).

Assessment Title:	Coronavirus (COVID-19): implementing protective measures for full opening: PRIMARY SCHOOLS	Reference Number:	2333
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School Name:	Western Primary	School Address:	Cold Bath Road, Harrogate, HG2 0NA
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Date Assessment Undertaken:	Name of Assessor (print):	Assessor Signature:	Assessment Review Date:
30 th June 2021	Sam Taylor		19th July 2021

Name of Head Teacher (print):	Head Teacher Signature:	Name of Chair of Governors (print):	Chair of Governors Signature:
Tim Broad		Jayne Sorrell	

Main Legislation and/or Information Source:	<ul style="list-style-type: none"> - Health & Safety at Work Act 1974. - Management of H & S at Work Regulations 1999. - Dept of Education Guidance For Full Opening of School 7th August 2020 and subsequent updates - Dept of Education Guidance for education and childcare settings: New National Restrictions from 5th November 2020 - Dept of Education Operational Guidance for education and childcare settings reopening 22nd February 2021:
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Guidance:
HIGH - Intolerable and Substantial risks – Urgently review/add controls & monitor, notify Director of Operations or Trust Estates Manager (if Likely or Highly Likely – stop work, seek competent advice)
MEDIUM – Moderate risks – Review/Add controls (as far as reasonably practicable) & monitor
LOW – Trivial or tolerable risks – Monitor control measures.

This is a sample risk assessment and will remain so unless the following criteria are satisfied.

1. The boxes highlighted in grey above must be completed with the required details.
2. The Ref number can be allocated as per the schools own numbering system.
3. The control measures listed below must be either complied with or altered to reflect the school's own control measures.

Once criteria 1-3 have been satisfied, you should remove the 'Sample' watermark. DESIGN-WATERMARK and choose the option that says 'Remove Watermark'

		Severity/ Consequence		
		Slightly harmful	Harmful	Extremely harmful
Likelihood	Highly unlikely	Trivial risk	Tolerable risk	Moderate risk
	Unlikely	Tolerable risk	Moderate risk	Substantial risk
	Likely	Moderate risk	Substantial risk	Intolerable risk

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RISKS	<p><i>Note: this list is not exhaustive and must be adapted for your own needs</i></p> <ol style="list-style-type: none"> 1. Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed 2. Social Distancing Measures Not Followed During Travel to and from School 3. Inadequate Cleaning/Sanitising 4. Shared Resources 5. Staffing & Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors 6. Site User Becoming Unwell 7. Site User Developing Symptoms 8. Inadequate Hand Washing/Personal Hygiene 9. Inadequate Personal Protection & PPE 10. Visitors, Contractors & Spread of Coronavirus 11. Inadequate Ventilation 12. Catering 13. School Activities 				
	No.	CONTROL MEASURES	ADDITIONAL INFORMATION	YES	NO
	<p><i>Note: you must amend and adapt this generic risk assessment to suit your own needs by selecting the controls from the examples provided (adding and amending others where necessary) and then evaluate the overall risk for the activity/situation.</i></p>				
1.	<p>Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed</p>				
1.1	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	Western operate 4 bubbles – EYFS, KS1, Y3/4 and Y5/6. Classes within bubbles are kept separate wherever possible including at lunchtimes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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1.3	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 groups within bubbles.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Primary schools may be able to implement groups that are the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in the group become ill with coronavirus (COVID-19).	Circumstances need to be assessed and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, you can look to implement year group sized 'bubbles'	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	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	This is done with the exception of maths groups which are required for curriculum progression.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6	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		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7	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		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8	Siblings may be in different groups		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9	The number of interactions and changes between staff and class 'bubbles' are minimised wherever possible		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10	Where possible adults maintain a 2-metre distance from each other, and from children		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11	Adults avoid close face to face contact and limit time spent within 1 metre of anyone	A close contact is anyone who: <ul style="list-style-type: none"> • live in the same household. • has face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre. • been 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 a plane. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12	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	Outside agency visits are continuing where required.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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1.13	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, the 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 DfE Guidance updated on 12 th February 2021 remains in place	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.14	Pupils are seated side by side and facing forwards, rather than face to face or side on in year 2 and above.	In all areas except EYFS and Y1 for educational purposes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.15	Unnecessary furniture has been moved out of classrooms to make more space		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.16	Large gatherings such as assemblies or collective worship with more than one group do not take place		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.17	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	Avoid creating busy corridors, entrances and exits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.18	Break times are staggered so that all pupils are not moving around the school at the same time		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.19	Lunch breaks are staggered	Each bubble has their own time for using eating facilities. There is some overlap of lunch 'hours' but only outside and groups are kept apart.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.20	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	The taping off or removal of chairs may be needed to ensure staff cannot sit within 2 metres of each other. Staff must still have a break of a reasonable length during the day	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.21	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	Virtual staff meetings could take place where staff stay in their classrooms and join the meeting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.22	Consideration given to staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school	Staggered start and finish times should not reduce the amount of overall teaching time	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.23	Parents' drop-off and pick-up protocols planned to minimise adult to adult contact	CYPS Bulletin Communicated with parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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1.24	All parents/carers entering the 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 This has been in place at Western since September.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.25	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.26	Ensure that you inform parents to maintain social distancing from others when dropping off and collecting pupils from school	Signage in place and reminders sent out.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.27	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, only one adult per family should enter school grounds to drop off or collect)		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.28	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)	Communicated to parents 5/3/21	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.29	Schools can resume educational day visits from 12 April	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.30	In line with the roadmap, schools can undertake domestic residential education visits, from 17 May.	You should keep children within their consistent groups (bubbles) for the purpose of the visit. Only teachers and members of the school workforce already part of the established school bubble should attend the visits.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.31	From 17 May, in line with the commencement of Step 3 of the roadmap, where wraparound and other extra-curricular activities for children are taking place indoors, they will be able to take place in groups of any number. However, it remains important to continue to minimise mixing between children, where possible. This can be achieved by continuing to keep children in consistent groups every time they attend the setting. Smaller groups should be considered when it is not possible to do this.	When considering appropriate group sizes, it will be important to consider factors such as the recommended occupancy levels of the premises you are operating from and levels of ventilation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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1.32	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	Discussed and agreed with providers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.33	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		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.34	Activities taking place outdoors can happen in groups of any number	This is because the transmission risk is lower outside	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.35	Where parents are using external childcare providers or out of school extra-curricular activities for their children, you should also: • advise them 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. • encourage them to check providers have put in place their own protective measures • send them the link to the guidance for parents and carers				
1.36	If school premises are hired out for use by external wraparound childcare providers, such as after-school or holiday clubs, schools have made sure these organisations have: • considered the relevant government guidance for their sector • put in place protective measures				
2	Social Distancing Measures Not Followed During Travel to and from School				
2.1	Parents and pupils are encouraged to walk or cycle to their education setting where possible		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Face coverings are required at all times on public transport for children, over the age of 11.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	Inadequate Cleaning/Sanitising				
3.1	A cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of classrooms and shared areas that are used by different bubbles / groups is in place.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Frequently touched surfaces, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters etc. are cleaned more often than normal.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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3.4	Bins for tissues and other rubbish are emptied throughout the day.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Stocks of cleaning chemicals, liquid soap, paper towels, tissues, toilet roll, bin bags etc. regularly checked and additional supplies requested as necessary.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Consideration given to how play and PE equipment is used ensuring it is appropriately cleaned between groups of children using it.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7	Outdoor playground equipment should be more frequently cleaned	This would also apply to resources used inside and outside by wraparound care providers	<input checked="" type="checkbox"/>		
3.8	Different groups do not need to have their own toilet blocks allocated but toilets need to be cleaned regularly and pupils encouraged to clean their hands thoroughly after using the toilet.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Shared Resources				
4.1	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	Individual wallets of resources used from Y2 – Y6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	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.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently 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.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Pupils should limit the amount of equipment they bring into school each day, including essentials such as lunch boxes, hats, coats, books, stationery, bags and mobile phones (depending on school policy)		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	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	Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use			NA
4.6	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.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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4.7	Devices/ laptops/tablets etc. that are brought from home to school and back again are cleaned at the start and end of the day.	All such items are for individual use and are not shared.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Staffing & Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors				
5.1	Contact with individuals who are required to self-isolate is minimised by ensuring they do not attend the school		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	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		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3	Pupils, staff and other adults must not come into the school if: <ul style="list-style-type: none"> • they have one or more coronavirus (COVID-19) symptoms • a member of their household (including someone in their support bubble or childcare bubble (if they have one) has coronavirus (COVID-19) symptoms • they are required to quarantine having recently visited countries outside the Common Travel Area • they have had a positive test result • have been in close contact with someone who tests positive for coronavirus (COVID-19) 		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4	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: <ul style="list-style-type: none"> • the start of their symptoms • the test date if they did not have any symptoms but have had a positive 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) 	Leaflet given to all visitors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5	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	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.			
5.6	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 will call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required	You can reach them 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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5.7	Where a pupil routinely attends more than one setting on a part time basis, for example 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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.8	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		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.9	Where schools and colleges 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.10	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		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.11	CEV individuals are no longer advised to shield but must continue to follow the rules in place for everyone under the current national restrictions		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.12	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	Individual risk assessments are needed, and guidance must be sought	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.13	Those living with someone who is CEV can still attend work where homeworking is not possible and should ensure they maintain good prevention practice in the workplace and home settings		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.14	CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.15	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		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.16	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	information available on who is at higher risk from coronavirus			

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5.17	Pregnant women are in the 'clinically vulnerable' category	<p>School must complete the New and Expectant Mothers risk assessment as well as the Covid Individual risk assessment.</p> <p>Both the New and Expectant Mothers and the Individual Risk Assessment must be reviewed prior to 28 weeks when risk factors increase. Individual Risk Assessments will need to be subject to regular review</p> <p>RCOG Q&A covid19 virus infection and pregnancy</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.18	<p>The government currently advises that if a member of staff is 28 weeks pregnant and beyond, or is pregnant and has an underlying health condition that puts them at a greater risk of severe illness from COVID-19 at any gestation, they should take a more precautionary approach.</p> <p>This is because although they are at no more risk of contracting the virus than any other non-pregnant person who is in similar health, they have an increased risk of becoming severely ill and of pre-term birth if they contract COVID-19.</p>	<p>As an Employer RKLTL should ensure that any pregnant staff in the third trimester of with underlying health conditions in school are able to adhere to any active national guidance on social distancing.</p> <p>If this is not possible, they would need to review whether they can work flexibly from home in a different capacity.</p> <p>All employers should consider both how to redeploy these staff and how to maximise the potential for homeworking, wherever possible.</p> <p>Where adjustments to the work environment and role are not possible and alternative work cannot be found, pregnant staff should be suspended on paid leave.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.19	<p>All employers have a duty of care to their employees, and this extends to their mental health.</p> <p>Make sure you have explained to all staff the measures you are putting in place.</p> <p>Discuss with all staff any changes in place as part of these measures.</p> <p>Because some staff may be particularly anxious about returning, you may need extra systems in place to support staff wellbeing</p>	<p>Read about the: extra mental health support for pupils and teachers, Wellbeing for Education return programme</p> <p>Education Support provides a free helpline for school staff and targeted support for mental health and wellbeing</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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5.20	Volunteers may be used to support the work of the school, as would usually be the case	Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.21	Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.22	Where it is necessary to use supply staff and peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to minimise contact and maintain as much distance as possible from other staff		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.23	Supply staff, volunteers and other temporary or peripatetic staff can move between schools.	They should 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 . They should also have access to information on the safety arrangements and be provided with this as soon as possible after the booking. This also applies to other temporary staff and volunteers working in schools such as: <ul style="list-style-type: none"> • support staff working on a supply basis • peripatetic staff such as music tutors and sports coaches those working in before and after school clubs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.24	Pupils travelling from abroad: <ul style="list-style-type: none"> • Pupils travelling from red list countries must quarantine for 10 full days in a managed quarantine hotel prior to attending school. • Pupils travelling from amber list countries must quarantine at home for 10 days prior to attending school. Pupils travelling from green list countries do not need to quarantine unless their COVID19 test result is positive.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	School User Becoming Unwell				
6.1	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	Other members of their household (including any siblings) should self-isolate. Their isolation period includes the day symptoms started for the first	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19).	person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. 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			
6.2	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, move them to an area which is at least 2 metres away from other people.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3	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.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5	If a pupil displays coronavirus (COVID-19) symptoms while at their school they should avoid using public transport and, wherever possible, be collected by a member of their family or household		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6	Any member of staff who has provided close contact care to someone with symptoms, even while 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: <ul style="list-style-type: none"> 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 and Trace or the PHE advice service (or PHE local health protection team if escalated) they have tested positive from an LFD or PCR test as part of a community or worker programme. If an LFD test is taken first, and a confirmatory PCR test 		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	is then taken within 2 days of the positive lateral flow test, and is negative, it overrides the LFD test and the individual can return to school				
6.7	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.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.8	The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people.	COVID-19: cleaning of non-healthcare settings guidance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	School User Developing Symptoms				
7.1	Schools must ensure that staff members and parents/carers understand that they must book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can have a test, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit.	The DfE Helpline (on 0800 046 8687 – option 1) advice service (or PHE local health protection team if escalated) will provide definitive advice on who must be sent home. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	Schools must ensure that staff members and parents/carers understand that they must 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.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	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		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4	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		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5	Whilst awaiting the confirmatory PCR result, pupils, students and staff and close contacts should continue to self-isolate				
7.6	Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19).	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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7.7	Parents and staff are asked to inform the school immediately of the results of a test.	Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.8	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.				
7.9	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.				
7.10	If someone with symptoms tests negative for coronavirus (COVID-19), then they need to stay at 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	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.11	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.12	If someone tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.13	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: <ul style="list-style-type: none"> 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, 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		<p>provided it was taken within two days of the positive LFD, it overrides the lateral flow test and close contacts can stop self-isolating):</p> <ul style="list-style-type: none"> ○ face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre. ○ been 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 a plane. 			
7.14	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			
7.15	Public Health England is clear that routinely taking the temperature of pupils by the school is not recommended as this is an unreliable method for identifying coronavirus (COVID-19) so this does not take place.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Inadequate Hand Washing/Personal Hygiene				
8.1	Staff/pupils/cleaners/contractors etc. will be reminded to clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.	Ensure that staff have sufficient time to wash their hands regularly, as frequently as pupils.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2	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		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3	Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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8.4	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		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.5	Help given to pupils with complex needs to clean their hands properly		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.6	Hands are washed with liquid soap & water for a minimum of 20 seconds.	Sanitising gel also used under supervision.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.7	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.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.8	Alcohol based hand cleansers/gels (containing at least 60% alcohol) can only be used if soap and water are not available, but is not a substitute for hand washing. Such gels MUST ONLY BE USED UNDER CLOSE SUPERVISION . In normal circumstances pupils should not be using alcohol-based hand cleansers because of the risk of ingestion.	Skin friendly skin cleaning wipes can be used as an alternative. Western uses gel under supervision for most pupils due to limited number of sinks available.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.9	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		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.10	The 'catch it, bin it, kill it' approach is very important and is promoted.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.11	Disposable tissues are available in each room for both staff and pupil use.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.12	Bins (ideally lidded bins) for tissues are available in each room.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.13	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.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9	Inadequate Personal Protection & PPE				
9.1	In all schools it is recommend that face coverings should be worn by staff and visitors in situations outside of classrooms where social distancing is not possible (for example, when moving around in corridors and communal areas)	Discussed and agreed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2	Children in Primary schools do not need to wear a face covering		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3	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.	Visors may protect against droplet spread in specific circumstances but are unlikely to be	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	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.	effective in preventing aerosol transmission, and therefore in a school environment are unlikely to offer appropriate protection to the wearer. 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			
9.4	In such circumstances as face coverings are allowed to be worn in school, they must be worn correctly		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.5	Clear instructions are provided to staff on how to put on, remove, store and dispose of face coverings, to avoid inadvertently increasing the risks of transmission		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.6	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	Fresh masks and plastic bags available at school entrance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.7	Where a face covering becomes damp, it should not be worn and the face covering should be replaced	Staff may consider bringing a spare face covering to wear if their face covering becomes damp during the day	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.8	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		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.9	School has a procedure for removing face coverings when those who use them arrive at school, and when to wear face coverings at school in certain circumstances	This procedure should be communicated clearly to staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.10	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		<input type="checkbox"/>		<input checked="" type="checkbox"/>
9.11	Adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes		<input type="checkbox"/>		<input checked="" type="checkbox"/>
9.12	PPE will need to be worn by a member of staff if a pupil becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the pupil is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn	safe working in education, childcare and children's social care	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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10	Visitors, Contractors & Spread of Coronavirus				
10.1	All visitors and contractors must make pre-arranged appointments, or they will not be allowed on site.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.2	School ensures site guidance on physical distancing and hygiene is explained to visitors and contractors on or before arrival.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.3	Where visits can happen outside of school hours, they are arranged as such.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.4	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.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.5	Contractors to provide updated risk assessment prior to visit which includes their own controls round infection spread prevention.	Times of visits may need to be adapted to take in to account the ability to maintain appropriate social distancing measures and availability of resources to effectively clean following the visits.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.6	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.7	A record is kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Inadequate Ventilation				
11.1	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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.2	Ventilate spaces with outdoor air	Natural ventilation – if necessary external opening doors may also be used provided this doesn't compromise safeguarding measures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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11.3	Where possible, occupied room windows should be open		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.4	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 and CIBSE coronavirus (COVID-19) advice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.5	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 must not be propped open unless they have a self-closing hold open device fitted	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.6	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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.7	Consideration given to opening high level windows in preference to low level to reduce draughts		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.8	The school offers flexibility to allow additional, suitable indoor clothing	For more information see School uniform	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.9	Furniture rearranged where possible to avoid direct drafts		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.10	Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.11	When heating is activated and windows are on trickle vent, consideration is given to employing desk fans to move any stagnant pockets of air		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11.12	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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12	Food Preparation and Staff Rooms				
12.1	It is very unlikely that you can catch coronavirus from food. COVID-19 is a respiratory illness. It is not known to be transmitted by exposure to food or food packaging. School kitchens can continue to operate but comply with the guidance for food businesses on Covid-19.	https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.2	Any food handler who is unwell should not be at work. If they have symptoms, they should follow government advice and stay at home.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.3	Although it is very unlikely that coronavirus is transmitted through food, as a matter of good hygiene practice anyone handling food should wash their hands often with soap and water for at least 20 seconds. This should be done as a matter of routine, before		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	and after handling food, and especially after being in a public place, blowing their nose, coughing, or sneezing.				
12.4	Kitchens should continue to follow Food Standard Agency's (FSA) guidance on good hygiene practices in food preparation and their Hazard Analysis and Critical Control Point (HACCP) processes.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.5	As far as reasonably possible, a distance of 2 metres should be maintained between users. Staff can continue to use rest areas but only if they apply the same social distancing, each staff room or rest area in school designates the maxim number of staff at any time.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.6	Notices promoting hand hygiene and social distancing should be placed visibly in staff room area along with hand washing stations.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	School Activities				
13.1	Pupils do not interact in a manner where they will have close contact with each other (maintain social distancing). This must be supported by very clear expectations and promoted via in-school communications.	As far as is reasonably practical with primary aged pupils in busy classrooms.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.2	Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same Pupils in one day, or properly cleaned between cohorts.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.3	Transitional, open and taster days can take place when schools have completed thorough risk assessments before they take place, to ensure that they are run in line with the school's system of controls and align with the advice contained within the guidance for your setting and the roadmap out of lockdown. This means that traditional transitional and open days are unlikely to be feasible this academic year unless schools can maintain the integrity of bubbles and adhere to the system of controls in place.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.4	Singing, wind and brass instrument playing can be undertaken in line with the school operational and other guidance, including guidance on working safely during COVID-19 in the performing arts. (https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts) The overarching objective should be to reduce the number of contacts amongst pupils, and between pupils and staff, including for rehearsal and performance.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.5	Where schools are planning an indoor or outdoor face-to-face performance in front of a live audience, settings should continue to follow the latest performing arts guidance and the guidance on delivering outdoor events . Registered early years settings,	Playing instruments and singing in groups should take place outdoors wherever possible. If indoors,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	schools and colleges are, however, exempt from the requirement to limit group numbers to 6 for singing indoors	consider limiting the numbers in relation to the space.			
13.6	Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.7	Leavers events - Schools should avoid hosting large group gatherings indoors for more than one bubble such as assemblies. Outdoor events are generally lower risk. Once schools have undertaken a risk assessment and planned the event in line with the system of controls, they may consider an outdoor event (for example a leavers' celebration or prom) that caters for more than one bubble or consistent group, as long as the groups continue to be kept separate. Any parents attending outdoor events must adhere to current social distancing requirements. Where outdoors spectators can gather in groups of up to 30 – the legal gathering limit. Multiple groups of 30 are permitted.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.8	Sports Days - under updated DfE guidance, sports days can go ahead but pupils and students must remain in their bubbles. Sports equipment should be regularly cleaned throughout the event. Spectators must adhere to current social distancing requirements. Where events take place outdoors, spectators can gather in separate groups of up to 30 – the legal gathering limit. Multiple groups of 30 are permitted.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment?		Yes <input checked="" type="checkbox"/>		No <input type="checkbox"/>
	What is the level of risk for this situation BEFORE control measures implemented?		High <input type="checkbox"/>	Med <input checked="" type="checkbox"/>	Low <input type="checkbox"/>
	Is the risk adequately controlled with the existing control measures in school prior to this situation?		Yes <input checked="" type="checkbox"/>		No <input type="checkbox"/>
	Have you identified any further control measures needed to control the risk and recorded them in the action plan?		Yes <input checked="" type="checkbox"/>		No <input type="checkbox"/>
	ACTION PLAN (insert additional rows if required)	To be actioned by			
	Further or altered control measures to reduce risks <i>so far as is reasonably practicable</i>	Name	Date		

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<u>Additions and Amendments made since the start of term – 7th September 2020</u>			
1. Operation of Success Groups			
1.1	Staff from different bubbles can meet in their Success groups with the following stipulations: Max group size = 4. A minimum of 2 metres must be maintained between all staff in the group at all times, meetings must be held in a large, ventilated room, there is to be no sharing of equipment or resources and tables and chairs must be wiped down after the meeting.	Agreed and shared with all staff (HT)	9 th September 2020
1.2	Only children from Y6 will be in Success groups.	Sara Riddle (Success group co-ordinator)	9 th Sept 2020
2. One-to-One working			
2.1	For staff who are working closely with pupils in different bubbles, the following protocols must be observed: where possible, staff should maintain a distance of 2 metres in a ventilated room (if no ventilation, then the door must be kept open); if closer than 2 metres, then a visor or perspex screen must be used.	Discussed with SLT and shared with all staff (HT)	11 th September 2020
3. Ventilation			
3.1	Windows which are currently painted shut to be freed and opened to allow additional ventilation in the KS1 pod area. This will also increase ventilation in the pupil support rooms.	Jonathan Moore	12 th September 2020
4. Drop-off and Pick-up			
4.1	Parents to be asked to deliver and collect all siblings at the earliest and latest allocations in order to ease congestion on Cold Bath Road.	Letter to parents (HT)	11 th September 2020
4.2	Reiterate with parents that only one parent should attend to drop-off/pick-up children.		
4.3	Ask parents not to bring dogs with them at this time and avoid bringing prams and pushchairs where possible.		
4.4	Remind parents of the importance of social distancing and not to congregate, chatting in groups at this time.		
4.5	Increase signage outside the building regarding moving away quickly.		
4.6	Recommend the wearing of masks for any parents and staff who are out on the pavement at this time.		
4.7	Facility made for KS1 parents to wait in grassed area to ease congestion on pavement and reduce risk of anyone having to step into the road.	CM/KS	21 st September 2020
4.8	Collections from nursery at lunchtime now via the carpark due to how busy the main playground is at this time.		
5. Road Safety			

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5.1	Letter to parents outlining ongoing concerns particularly around them calling children across the road to them.	HT	18 th Sept 2020
5.2	Email to North Yorks County Council Road Safety Department, Harrogate Borough Council and North Yorks Police stressing the need for a temporary crossing patrol opposite our car park gate.	HT	18 th Sept 2020
6. Preparation for responding to a confirmed case in the school population			
6.1	Written protocol devised to enable a rapid and co-ordinated response in the event of a confirmed, positive test outcome	HT	22 nd September 2020
6.2	Remote Teaching and Learning plan devised and shared with all staff to enable a smooth transition in the event of a full or partial closure and to support pupils who are self-isolating.	SLT	21 st September 2020
7. Hygiene			
7.1	Additional sanitising stations outside the canteen, stockroom and staffroom.	Jon Moore	16 th September 2020
8. Catering			
8.1	Kitchen staff have agreed to wear face coverings whilst working due to the difficulties of always maintaining social distancing.	HT	14 th September 2020

Additions and Amendments made from October 2020

1. Cleaning			
1.1	Additional, more frequent cleaning of outdoor 'apparatus' including barriers, benches and play equipment is now taking place each day.	Break and lunchtime staff	Mon 19 th October
2. Transmission			
2.1	Catering team will now wear face coverings during periods when they are working in close proximity in the kitchen area	Monitored by Amy Vardy and HT	Mon 5 th October
2.2	Wearing of face mask in the playground will be optional for staff and parents from 17 th May	Letter from HT	Fri 13 th May
2.3	Details shared and reinforced with all staff around the correct and hygienic use of face coverings.	Email from HT	Thursday 5 th November
2.3	Additional chairs have been removed from the staffroom to assist with social distancing.	HT	Mon 19 th October
2.4	Reminder sent to all parents and carers around the details of self-isolation and testing.	HT	Friday 6 th November
2.5	Seating plans for lunch tables have been put in place in all lunchrooms inc taking a photo	Lunchtime staff	Monday 9 th November
2.6	Kitchen staff are plating up food and stepping back as children collect, to avoid being close to pupils	Kitchen staff	Monday 9 th November

Risk Assessment for Red Kite Learning Trust (Primary Schools).

2.7	Ventilation – staff advised that ventilation can be reduced when weather is particularly cold.	Teaching staff	2 nd November
2.8	All extra-curricular activities/visitors have been cancelled.	HT	2 nd Nov
2.9	Staff may wear a visor in any school activity where they feel it makes them safer.	HT	4 th Jan 2021
2.10	Class sizes for vulnerable and critical workers reduced to half class size.	HT	5 th Jan 2021
2.11	2 metre spacing in classrooms from Y2 – Y6	HT and phase leaders	5 th Jan 2020
2.12	Pupils no longer required to sit in forward facing rows. Discussed and agreed in RKLTL Heads' meeting 12 th May 2021.	HT	From 17 th May
3. Road Safety			
3.1	Continued communications with NYCC regarding road safety measures outside school. No firm result yet but some action promised.	Email from HT to Councillor Mackenzie	30 th October
3.2	Signage in car park to ensure last person in closes the gates prior to pupils arriving so that vehicles have no access.	HT	30 th October
4. Managing cases within the school community			
4.1	The school has launched a dedicated Covid email address which is used by parents to inform us of anything related to symptoms and tests to ensure nothing gets 'missed' in busy inboxes.	SLT	23 rd October
4.2	The school has launched its own Covid tracker to keep a clear record of pupils and staff who are self-isolating and/or awaiting test results.	Admin	Mon 2 nd November
5. Vulnerable Staff			
5.1	Email sent to all staff encouraging them to speak to their line manager/HT if CV to discuss additional measures which may make them feel safer.	HT	Nov 10 th
5.2	HT has met with the 3 staff who are 60 or over to discuss any additional measures we could take and to encourage them to check in with line managers regularly where they feel the need.	HT	Nov 10 th and 11 th
5.3	ISRAs updated to reflect new concerns re- new virus strain.	SLT	8 th Jan 2021
5.4	ISRA updated for CEV staff member returning to work.	HT	19 th April

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 <input type="checkbox"/>	Med <input type="checkbox"/>	Low <input checked="" type="checkbox"/>
Is such a risk level deemed to be as low as reasonably practical?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

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Is activity still acceptable with this level of risk?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If no, has this been escalated to senior leadership team?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Distribution:
All staff, Chair of Governors, Sam Taylor, Dave Noble

<i>Risk rating</i>	<i>Action</i>
HIGH Intolerable or Substantial Risks	Urgently review/add controls & monitor, notify H&S Team (if Likely or Highly Likely – stop work, seek competent advice).
MED Moderate Risks	Review/add controls (as far as reasonably practicable) & monitor.
LOW Tolerable or Trivial	Monitor control measures.