

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

Assessment Title:	Coronavirus (COVID-19): implementing protective measures for full opening: PRIMARY SCHOOLS	Reference Number:	
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School Name:	ROSSETT ACRE PRIMARY SCHOOL	School Address:	PANNAL ASH ROAD, HARROGATE, HG2 9DH
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Date Assessment Undertaken: Initially August/Sept 2020 Reviewed in Sept, October and 2 November 2020. 6 Nov 2020 4 Jan 2021 4/5 March 21 21 April 2021, 17 May 2021, 8 June 21	Name of Assessor (print): C. Penhale K.Woodcock K. Macnair A. Ingle S. Taylor – reviewed for the Trust	Assessor Signature:	Assessment Review Date: Regularly and on-going
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Name of Head Teacher (print): CORRINE PENHALE	Head Teacher Signature: <i>C. Penhale</i>	Name of Chair of Governors (print): IAN FOY	Chair of Governors Signature:
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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	<p>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</p>	<p>Children have an allocated class and teacher. The teacher will remain with that class throughout the day. Each year group is made up of two classes, which will be a 'bubble' and can mix throughout the day but cannot mix with any other children across school. Teachers, teaching assistants, HLTAs and supply teachers may work across multiple groups. At Rossett Acre, from 8 June 2022, HLTAs will work move across the bubbles again. HLTAs should teach from the front of the class, where possible, maintaining social distancing as much as possible. Where staff/HLTAs have levels of anxiety in working in school, and in</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		<p>classrooms, they may choose to wear a face covering mask (in accordance with personal/mask hygiene requirements) but should no longer wear visors, as per government guidance When anyone goes into a different bubble they will sign a signing in sheet allocated on the door of the class. (A “bubble” is a year group).</p> <p>School has reviewed where nurture sessions will be held and as much as possible, they will take place outside, weather permitting. If inside, they will mainly be in the nurture rooms of the bungalow to allow ventilation.</p> <p>Movement to toilets; children should go individually where possible and be reminded to observe social distancing where possible and wash hands.</p> <p>First aid kits will be put in each year group bubble for minor injuries.</p> <p>In the case of illness/injury requiring greater attention in the First Aid Room, then a member of staff in the classroom will alert the office staff to come and escort the child to the First Aid Room. Kate Woodcock, Margaret Howard, Paulina Clarkson, Sue Newbold, Liz Rainey, Estelle Rodney, Donna Misseldine, Ashley Christie, Corrine Penhale, Kirsty Macnair are all Paediatric First Aid Trained.</p>			
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	<p>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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		<p>When any member of staff has to go into a class/bubble which is not their own they will sign a signing in sheet allocated on the door of the class. Any TAs delivering interventions will record the pupils in that intervention.</p> <p>A 'close contact' form will be completed by staff if they have close contact with an adult or a child. (Mrs Macnair (SBOM) has a copy of the form).</p> <p>A close contact is anyone who:</p> <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. 			
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	Year group 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).	<p>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'</p> <p>Year group bubbles will be implemented made up of approximately 60 children in two sub groups of 30. Year groups will not mix.</p> <p>Lunch reduced to 45 mins and no whole school assemblies – except short virtual ones on a Monday and Friday (this ensures we are providing at least our usual amount of teaching time).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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	Children will remain in their own classrooms/year groups for the majority of the time but may share rooms in their year groups if necessary – e.g. for changing before PE and for interventions. There will be staggered opening and closing times and breaks. Each bubble has its own designated outside area on a rota basis for breaks and lunchtime. Year 5 and 6 children only can wear their PE kit to school on PE/Games days to limit the need to share classrooms for extended periods of time. Children in Y5/6 should be asked by the teacher to bring a spare top to put on after their PE/Games session to help with hygiene/odour. Lunches for each class are delivered to the classroom door by the kitchen staff and eaten in the classroom.	<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	Younger children can be encouraged to maintain social distancing but we recognise that this will not always be possible or practical. Children will be washing their hands regularly.	<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	Intervention groups across each year group can take place. Wraparound care (Fun Club) are aware of bubble size guidance and will record groups of children who are in each bubble to support contact tracing and to minimise transmission.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8	Siblings may be in different groups	Siblings will be in their own bubbles/groups and will not mix whilst in school unless they are in the same year group.	<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	Yes. HLTAs are working in no more than two year groups in the short term, 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	Staff to keep a distance of 2m from children and other staff as much as possible. Relayed in Staff Procedures and in emails.	<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: • live in the same household. • has face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		<ul style="list-style-type: none"> • 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. <p>Staff aware to limit time spent within 1 metre of anyone, wherever possible, and try to retain a 2m distance where possible.</p>			
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	Staff who look after children who require intimate care (e.g. personal hygiene e.g. changing nappies) will wear full PPE when undergoing this task. Most children who require close contact care have specific staff who work with them.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<p>With younger children e.g. EYFS/Y1 or children with SEN needs this may not be possible as it may limit the provision of high-quality education that promotes their development or may limit children's ability to effectively see teaching resources/ access support. In these cases, it is acceptable not to arrange all desks in a forward-facing manner as long as it is only done to improve the quality of teaching and learning for the children.</p> <p>Desks in classes, (with the exception of EYFS and Y1), to be facing forwards, unless this is detrimental to the children's quality of teaching and learning and their emotional and behavioural needs.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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		<p>A survey was sent out to staff May 2021 following concerns from some colleagues that sitting in rows was affecting some children's teaching experience/emotional and behavioural needs. Colleagues were asked to state whether they felt that grouping children would be a better option, particularly as each class is a bubble and if one child/staff member became ill, (due to the nature of our classes and the proximity of the children), the whole bubble would be sent home to self-isolate as distancing children in a classroom is virtually impossible in primary school. Year groups where every member of staff in that year group agrees to move to grouping have been identified. From 8 June 2021, Year 2 and Year 6 will be able to work in group tables and other year groups have been given the opportunity to do so, if they wish. Children in EYFS/Y1 should use the carpet area sitting forward.</p> <p>Whole class reading will take place in classes to limit face to face contact time.</p> <p>Staff carrying out interventions should limit face to face contact time.</p> <p>Staff should sit side on to the child as opposed to face to face.</p>			
1.15	Unnecessary furniture has been moved out of classrooms to make more space	Furniture has been removed to make more space in classrooms. Staff to discuss with HT/DHT if they feel other furniture needs removing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.16	Large gatherings such as assemblies or collective worship with more than one group do not take place	<p>No Assemblies to take place with more than one-year group bubble. Assemblies with more than one group may take place virtually over TEAMS.</p> <p>Lunch reduced to 45 mins and no whole school assemblies – except short virtual ones on a Monday</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		and Friday (this ensures we are providing at least our usual amount of teaching time). Children to eat lunch in their classroom with their class.			
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	Break times staggered. Breaks will take place outdoors if at all possible and playground will be zoned for groups. Staggered breaks and lunches to limit year groups on the playground and give more space. Outdoor playground equipment (Trim Trail) is not being used by the majority of year groups, only EYFS are using it, due to not having the resources available to do the required cleaning between different groups using it.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.19	Lunch breaks are staggered	Lunch breaks are staggered. (e.g. EYFS first) Children should clean their hands beforehand. School dinners will be delivered to classrooms and pupils will eat in the classrooms or outside (weather permitting), in their bubbles/group. Cleaning materials available to clean the tables. (Cleaning products to be kept out of reach of children. All staff to adhere to this). Staggered breaks and lunches to limit year groups on the playground and give more space. Lunch reduced to 45 mins and no whole school assemblies – except short virtual ones on a Monday and Friday (this ensures we are providing at least our usual amount of teaching time).	<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	Break and lunchtimes are staggered. Staff rooms have been allocated as follows: Bungalow front room – Y6 Bungalow back room – Y5 Ladybird room – EYFS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		<p>Library - Y1 Main staff room – Y2, Y3 and Y4 See Staff Procedures</p> <p>In the event of a Covid case or if a child is displaying symptoms, an area of the backroom of the bungalow will be used as the Covid isolation area. Once the person has been taken home, the room will be disinfected so it can be used again. The fridge in the bungalow will be placed in the PPA room or the small room at the back. The door can be wedged open so it can be easily accessed. One person at a time to use the fridge.</p> <p>See staff procedures. The rooms can be used for meetings etc when not in use as staff rooms but surfaces must be cleaned thoroughly after use. (We will limit this as much as possible). The taping off or removal of chairs may be needed to ensure staff cannot sit within 2 metres of each other. (This has been completed in the main staff room and the bungalow rooms) Staff must still have a break of a reasonable length during the day</p>			
1.21	<p>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</p>	<p>Virtual staff meetings could take place where staff stay in their classrooms and join the meeting</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.22	<p>Consideration given to staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school</p>	<p>Staggered start and finish times should not reduce the amount of overall teaching time.</p> <p>Staggered start and finish times as per letter sent out to parents. (Staff received a copy 4 March 21) 8.40 – 8.55am and 3.10/3.20pm. One-way gate system in place.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		Lunch reduced to 45 mins and no whole school assemblies – except short virtual ones on a Monday and Friday (this ensures we are providing at least our usual amount of teaching time).			
1.23	Parents' drop-off and pick-up protocols planned to minimise adult to adult contact	<p>CYPS Bulletin</p> <p>Parent letter (4 March 21) includes information that parents must not gather for socialising. Social distancing also in newsletter 4 March 21. Parents informed that they cannot enter the building. This information is in the newsletter every week. Late arrivals to enter school via the front door. Parents not to enter. Pupils to wash hands once in school. Children arriving in face coverings, should dispose of them in the bin at the entrances to school – for re-useable facial coverings, children need to bring a small bag e.g. zipped/re-sealable plastic food bag to place the face covering in until home time. Any face coverings should only be put back on when the child has exited the premises. Children removing face coverings must go and wash their hands straight after doing so. This applies to staff too. Staff to wipe down doors/ entrance area as needed when this occurs.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.24	All parents/carers entering the school premises (and in other congested areas around school premises) wear a face covering in addition to social distancing	<p>This an extra safeguard to reduce the transmission of the virus. Please note that this does not apply to those who are medically exempt.</p> <p>From 8 June 2021, wearing face coverings on the playground is optional for parents and staff. (Class Dojo/Tapestry and Emails sent to parents/carers to inform them of this and staff informed via email). This is because the likelihood of catching the virus is much reduced in an outside area. Social distancing will still be required. Any parents invited into the school building will be required to wear a face covering.</p>	<input checked="" type="checkbox"/>	<input checked="" 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		distancing. This is shared via the newsletter every week with parents.			
1.26	Ensure that you inform parents to maintain social distancing from others when dropping off and collecting pupils from school	This is communicated weekly in the newsletter.	<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)	<p>Letter sent to parents giving allocated drop off times and reminded of social distancing and told not to congregate on school premises. Parents asked to enter and exit using specific gates.</p> <p>All pupils to enter/exit via external classroom doors. (exception some children attending Fun Club) – hand washing will occur before any movement Use front door if they arrive late.</p> <p>If pupils are late being picked up they are to stay in their group room with main carer/teacher/TA for first 5 – 10 minutes. If not then picked up, main carer/teacher/TA to take child to front entrance and stay with them until they are picked up. Parent/carer to be telephoned. If parent/carer cannot be contacted inform a member of SLT who will support you.</p>	<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)	Letter sent to parents reminding them that they need to drop their child at school at the allocated time and immediately leave the premises. Staff to be present at gates to make sure parents do not congregate.	<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. Risk assessments for all trips will be carried out prior to any trips.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.30	In line with the roadmap, schools can undertake domestic residential education visits,	You should keep children within their consistent groups (bubbles) for the purpose of the visit.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	from 17 May.	Only teachers and members of the school workforce already part of the established school bubble should attend the visits.			
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. Fun Club resumed on 8 March 2021 and continue and minimise mixing where possible.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	Fun Club are aware that school are using year group bubbles. They are unable to keep bubbles exactly the same as they are in school but do split between KS1 & KS2 groupings.	<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	Fun Club have a comprehensive risk assessment and procedures viewed by the school. Protective measures have been put in place. Fun Club aware of government guidance for their sector.	<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	Fun Club will inform parents of this as part of their communication. External provider.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	Fun Club have a comprehensive risk assessment and procedures viewed by the school. Protective measures have been put in place. Fun Club aware of government guidance for their sector.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	Correspondence to parents (4 March 2021) encourages parents and pupils to walk to school. Parents and pupils may cycle / scooter, however they	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		are advised there are no storage facilities and parents must take bikes, scooters etc home. Class Dojo/Tapestry message reminder sent to parents/carers 7 June 21 re: please walk to school where you can.			
2.2	Schools, parents and pupils following the government guidance on how to travel safely, when planning their travel on public transport.	Correspondence to parents to direct them to government guidance 4 March 2021 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.	N/A for school. Guidance link sent to parents in letter 4 March 2021.	<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.	<p><i>Public Health England have published revised guidance for cleaning non-healthcare settings to advise on general cleaning required as per this link. COVID-19: cleaning of non-healthcare settings guidance.</i></p> <p>The Site Manager cleans any touchpoints etc in the morning until a cleaner from Bulloughs arrives at 9.30am. They will clean touchpoints, toilets and empty bins and will stay from 9.30am to 2.30pm and our regular cleaners from Bulloughs will then arrive for the evening.</p> <p>Staff will have wipes, cleaning product and disposable cloths in every class to clean desks chairs and toys etc. Staff are responsible for collecting more cleaning products when needed. Ask at the office.</p>	<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.	The Site Manager cleans any touchpoints etc in the morning until a cleaner from Bulloughs arrives at 9.30am. They will clean touchpoints, toilets and empty bins and will stay from 9.30am to 2.30pm and our regular cleaners from Bulloughs will then arrive for the evening.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		Soft furnishings removed as required. (Teachers to ensure this is the case in their classrooms) All non-cleanable furnishings and equipment removed. Staff will have wipes, cleaning products and disposable cloths in every class to clean desks chairs, resources and toys etc.			
3.3	Electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use.	Site Manager to clean first thing in the morning and office staff to clean door entry system after each use, where possible.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Bins for tissues and other rubbish are emptied throughout the day.	Bins will be emptied by cleaners throughout the day. When a bin is full, staff will put the bin outside their classroom so the cleaner knows to empty it.	<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.	All supplies ordered in advance and a weekly check made by Margaret Howard and Estelle Rodney.	<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.	Every effort will be made to provide resources for each group however if sharing of resources is unavoidable, cleaning will take place following government guidelines. Water trays can be used in school, sand trays not.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7	Outdoor playground equipment should be more frequently cleaned	Outdoor playground equipment should be more frequently cleaned (if being used). This would also apply to resources used inside and outside by wraparound care providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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.	Children to clean their hands throughout the day and signage is made visible throughout the school. Particular attention to be made cleaning hands after being to the toilet. Toilets cleaned throughout the day by cleaner.	<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	Children to have their own equipment: White board pens	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		Pencil Scissors Glue sticks Ruler Pencil Pot White board			
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.	All soft furnishings removed as required. All non-cleanable furnishings and equipment removed. Staff will have wipes, cleaning products/disposable cloths in every class to clean desks, chairs and toys etc.	<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.	Every effort will be made to provide resources for each year group / bubble however if sharing of resources is unavoidable cleaning will take place following government guidelines. Shared equipment will have to be cleaned by the class / year group using it last if it cannot be left for 48 / 72 hours. Equipment should not be returned unless it has been cleaned and / or left unused for the appropriate amount of time. This is the responsibility of the teacher / class member using the equipment.	<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)	Children can bring lunch boxes, coats, Rossett Acre book bag or zippy wallet (no large bags which will take up room in the cloakrooms). Mobile phones should be given to the teachers who will keep them in a basket in class. They will not come to the office. Parents advised in letter that school will not be responsible for any damage / loss to mobile phones – the safest place for mobiles is at home.	<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	Teachers/Staff using equipment to determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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.	Pupils and staff to try to avoid taking shared resources home, if at all possible. If resources are brought into school they should be cleaned. When marking books from home teachers/TAs should wash their hands before marking a set of books and wash their hands thoroughly afterwards. Books can be taken home for marking however, this should be minimised where possible. Children can take home reading books from school – these need to be left unused for 72 hours once returned.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	Cleaning equipment provided in all classes to enable cleaning to take place of any devices/laptops/devices etc. Teachers need to be responsible for their own equipment including cleaning them.	<input checked="" type="checkbox"/>	<input 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	Parents and staff informed on a regular basis not to come to school if they are displaying symptoms of COVID-19 or are required to self-isolate. Signage at entrance. In the newsletter each week. Parents should not bring children into school if the child has symptoms/has been in close contact with someone who has tested positive or if they are required to self-isolate. This applies to staff too. At Rossett Acre we will ask for evidence of Covid tests - positive and negative results from parents.	<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	Rossett Acre supports self-isolation for those who are required 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: • 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	Parents and staff have been made aware of this. (This risk assessment is displayed on our website). It is included in the weekly newsletter for parents and signage displayed in the main reception area.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<ul style="list-style-type: none"> • 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) 	Staff have received a copy of this risk assessment with this information on.			
5.4	<p>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:</p> <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) 	Staff are aware and school have a reporting form in place for those on site to report LFD and PCR tests, so that we are aware of results. Letters sent to anyone who is positive to inform them to self-isolate for the specified period of time.	<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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<p>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.</p> <p>In addition, advice will be sought from the Trust.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<p>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.</p> <p>A child is attending alternative provision for part of the week – risk assessments have been sought and Covid-19 measures are in place.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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	At Rossett Acre we have pro-active teaching/TA staff and a Nurture Team who would provide this 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		good hygiene and observe social distancing measures whether or not they have been tested			
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	Any children we felt may have fallen into this category – office rang parents to check and inform them of this information.	<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	All individuals in school, including CEV, are made aware of the risk assessment and asked to follow the guidance.	<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	As stated.	<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	<p>CV staff have individual risk assessments.</p> <p>Adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.</p> <p>Staff may wear face coverings in school, particularly if they are feeling anxious.</p> <p>HT has had discussions with any members of staff who are over 60 to pick up any concerns they have following Government guidance that they may be more 'at risk' although not categorised as 'clinically vulnerable'. Individual risk assessments for these staff have been offered.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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	All staff are asked to maintain prevention practice by using good hygiene practices. An Individual Risk Assessment may be needed for those who live with clinically extremely vulnerable people. Advice sought on a case by case basis. Staff to inform HT if this is the case.	<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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.17	Pregnant women are in the 'clinically vulnerable' category	School must complete the New and Expectant Mothers risk assessment as well as the Covid Individual risk assessment. 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 RCOG Q&A covid19 virus infection and pregnancy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.18	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 3 rd trimester do not attend a physical workplace. Therefore, from now on pregnant employees in their 3 rd 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 28 th week of pregnancy	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 3 rd trimester of pregnancy to continue to remain away from workplaces. As per NYCC and CYC recommendation Staff to inform HT if they are pregnant, particularly if they are nearing the 28 th week of pregnancy. Pregnant staff who this applies to will be directed to work at home in their 3 rd trimester.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.19	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	Read about the: extra mental health support for pupils and teachers , Wellbeing for Education return programme Education Support provides a free helpline for school staff and targeted support for mental health and wellbeing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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	<p>Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible, particularly anyone not in their bubble.</p> <p>At Rossett Acre volunteers will not routinely be in school. Where they are, they should remain in one bubble and take part in LFD testing. A 2 metres distance should be maintained where possible.</p>	☒	☐	☐
5.21	Specialists, therapists, clinicians, and other support staff for pupils with SEND provide interventions as usual	Staff from other agencies, e.g. specialists, therapists, clinicians and other support staff for pupils with SEND, check their procedures with school before coming in. Some sessions are delivered online.	☒	☐	☐
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	<p>To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year.</p> <p>If there is a requirement for supply staff we will try and use staff who are job shares at Rossett Acre and if that is not possible we will seek to use regular supply staff in most circumstances, where we can.</p>	☒	☐	☐
5.23	Supply staff, volunteers and other temporary or peripatetic staff can move between schools.	<p>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.</p> <p>This also applies to other temporary staff and volunteers working in schools such as:</p> <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 	☒	☐	☐

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5.24	<p>Pupils travelling from abroad:</p> <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. <p>Pupils travelling from green list countries do not need to quarantine unless their COVID19 test result is positive.</p>	As stated. Information placed in the school newsletter 27 th May 21 before half term break.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	School User Becoming Unwell				
6.1	<p>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 to see if they have coronavirus (COVID-19).</p>	<p>Other members of their household (including any siblings) should self-isolate. Their isolation period includes the day symptoms started for the first 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.</p> <p>As soon as a staff member is aware of a child with a persistent cough, high temperature or loss of taste or smell, they should alert the main office who will also alert HT/DHT.</p> <p>Mrs Howard to escort the child to the bungalow/, keeping a distance of 2m away. Office Staff to call parents immediately. Child to be taken to back room of bungalow and window and door opened. (If weather allows child can remain outside in the bungalow garden supervised.) Member of office staff to stay outside room/at least 2m distance, to supervise child until parent arrives. HT/SBOM to inform Trust of incident to go on database. School to advise parents to have a test carried out and follow government/NHS guidelines as to when person should return to school.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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.	<p>If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>In the case of a child displaying symptoms, see above.</p> <p>The bungalow room will be thoroughly cleaned once the child has gone home. (Occasionally, the Music room, if not being used, will be the space we remove children with Covid-19 symptoms to. This too will be thoroughly cleaned after use.)</p> <p>At Rossett Acre, if the weather allows we isolate the child in the bungalow garden.</p>	<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.	If a child is isolating in the bungalow, the child should use the toilets in the bungalow. (In the Music room, there are also toilets that can be used.)	<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).	<p>See Inadequate Personal Protection & PPE section of this risk assessment.</p> <p>Staff caring for child, unable to keep 2m distance, PPE to be worn.</p>	<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	Member of staff in office who speaks to parent on collection of the child to inform the adult collecting of this.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6	In an emergency, call 999 if the pupil is seriously ill or injured or their life is at risk.	<p>Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital</p> <p>Staff to call 999 if a child is in need.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.7	<p>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:</p> <ul style="list-style-type: none"> the symptomatic person subsequently tests positive. 	<p>All staff have been informed of this through the risk assessment and updates.</p> <p>A PCR test must be taken within two days of a positive LFD and the member of staff is unable to return to work/school until a PCR result has been obtained. A</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<ul style="list-style-type: none"> 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 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 	negative PCR, overrides the LFD test and the individual can return to work/school.			
6.8	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.	All staff to wash hands for 20 seconds after helping a child with symptoms then return to usual duties.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.9	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.	Back room of Bungalow/occasionally Music Room, to be cleaned with disinfectant after child has left by school staff/cleaner. Window/door to be left open. Avoid use of the room until the next day unless there is another suspected Covid case. Kirsty Macnair to inform Bulloughs cleaners who are on site to clean room. 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. Information was again sent to parents and staff prior to re-opening in March 21 advising them that that they will need to be ready and willing to book a test if they are displaying symptoms. Staff also received a copy of this letter. Pupils/Staff must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		<p>If a parent calls to say their child is showing symptoms or if a child falls ill at school with symptoms, the office staff will advise that the child cannot return to school and a test needs to be sought.</p> <p>Information is placed in the weekly newsletter.</p>			
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.	Parents were informed via communication prior to re-opening in March 21 that they need to provide details of anyone they have been in close contact with for the means of NHS Test and Trace. Staff are aware.	<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	Staff aware – training and information given when first distributing LFDs. Staff inform school of LFD test results via an electronic form.	<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	Staff and parents and reminded of this on a regular basis through updates and Newsletters.	<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	Staff and parents and reminded of this on a regular basis through updates and Newsletters.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>
7.7	Parents and staff are asked to inform the school immediately of the results of a test.	<p>Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>At Rossett Acre, anyone who has been in touch to say they have symptoms will be asked to advise the office of a test result. Or if a child or staff member falls ill at school and goes home, they will be asked to advise the office of a test result.</p>	<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.	This information is available to parents and staff via the risk assessment and regular updates.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	This information is available to parents and staff via the risk assessment and regular updates.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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. At Rossett Acre, parents will be asked for evidence of negative test results if they have the information and we would hope that parents would comply with this request.	<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.	This advice is given if someone tests positive.	<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, provided it was taken within two days of the positive LFD, it overrides the lateral flow test and close contacts can stop self-isolating): <ul style="list-style-type: none"> face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		<ul style="list-style-type: none"> • 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. <p>If anyone in the school community tests positive for COVID-19, the office will inform the HT and Trust. The DfE/PHE will be contacted for advice.</p>			
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	<p>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.</p> <p>The HT, or person deputising for them, will carry out this role.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<p>Temperatures of children will only be taken if they are showing symptoms or say that they are feeling hot. If they have a temperature (that is or above 37.8C or a child is hot to touch on their back/chest) they will be sent home and asked to have a test.</p>	<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.	<p>Ensure that staff have sufficient time to wash their hands regularly, as frequently as pupils.</p> <p>Notices are around school about washing hands regularly and children will be asked by staff to wash hands on arrival and throughout the day, before and after they eat, when they return from breaks and before they go home.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		Staff will be also be asked to do this via communication and staff meetings.			
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	Routines are in place at school.	<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	If staff are in this position, then they would be expected to wash their hands more often. Hand gel is also available around school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	Teachers and staff working with children where this is the case will consider this and ensure hygiene practices are maintained.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.5	Help given to pupils with complex needs to clean their hands properly	Staff to support children as required.	<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.	Signage is around school and there is a large supply of soap and paper towels to allow for extra hand washing	<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.	Hand washing stations are available for every classroom. Alcohol based hand gels are available in the entrance, Timeline hall, staff room, bungalow and in each staff hub.	<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. We will encourage staff and children to wash their hands with soap and water wherever possible. Alcohol based hand gels are available in the entrance, Timeline hall, staff room, bungalow and in each staff hub. Hand gels in the classroom/other areas, are kept away from children at all times. Need to avoid possible ingestion. (Teachers responsible for this) . Daily visual check by staff that they have enough and it is in a safe place. Staff know to use gel as a precaution when soap and water is not available	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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	This is the case.	<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.	Posters Parent letter sent out 4 March 21 Pupils reminded often by staff.	<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.	Two boxes of tissues are available in every classroom. One for pupils and one for teachers. Staff can access more as needed from the school office/medical room.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.12	Bins (ideally lidded bins) for tissues are available in each room.	Bins are in every classroom, staffroom, bungalow, office, halls, ICT suite and kitchen.	<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.	Kate Woodcock (Inclusion Manager) has prepared risk assessments for children with complex needs and these are updated regularly. PPE is available for staff providing intimate care for children or those who need it e.g. PPE (face coverings) may also be worn by staff. Parents of children who have significant medical issues have been contacted by CW/KW and the children have not been categorised as extremely clinically vulnerable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Inadequate Personal Protection & PPE				
9.1	In all schools it is recommended 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)	Office administrators to advise visitors and staff informed by HT via risk assessment. At Rossett Acre, this is in place if a distance of 2m cannot be maintained. Face coverings should be worn in communal areas.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2	Children in Primary schools do not need to wear a face covering	Parents and staff have been advised of this.	<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. 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. 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		At Rossett Acre, we have purchased a number of face coverings with transparent areas to support communication for children who rely on lip reading.			
9.4	In such circumstances as face coverings are to be worn in school, they must be worn correctly	https://www.bbc.co.uk/news/av/health-52606128	<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	https://www.bbc.co.uk/news/av/health-52606128	<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	At Rossett Acre, all staff to bring their own face coverings and a sealable plastic bag/pouch to keep it in. Hands must be cleaned (at least sanitised with hand gel) before and after putting a face covering on/off. See link for putting a mask on and off safely. https://www.bbc.co.uk/news/av/health-52606128 Additional masks are available from the medical room if a member of staff forgets their face covering.	<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. Please dispose of your face covering appropriately in a bin or take it home with you. Face coverings must not be left out on surfaces, unless they are in a sealed bag.	<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	Please ask at the office for a face covering if this is the case.	<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. It has been. Face coverings can be worn by staff in the classroom. Face coverings are worn in communal areas. This applies to pupils. Parents and staff reminded in communication – letter to parents 4 March 21.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		Teachers will ask children to remove face coverings on arrival at their classroom. They should do this without touching their face or front of their face covering, dispose of in a bin (or for re-useable masks place in a zipped/sealable disposable bag e.g. sandwich bag, which should then be taken home at the end of the day). Teachers will remind children of this process if a child does wear a face covering to school. Children must wash their hands thoroughly after removing a face covering.			
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	Staff to be aware of this and consider this when working with children who require visual signals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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	Teachers/Tas/Nurture Team to support children if this is the case and encourage removal of face covering but not insist if the child becomes more distressed. A social story could be used to assist with this.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 If a child is showing symptoms of COVID-19 and has to go to the bungalow. Staff should wear PPE including a face covering if a distance of 2m cannot be maintained.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	No contractors or visitors will be allowed on site without a prior appointment. Signage on the door of the entrance says that no-one should enter the building without being asked in by a member of staff.	<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.	Signage on doors and throughout school regarding social distancing and office staff will explain to anyone entering the school.	<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.	Contractors and visitors will be asked to visit outside of school hours if possible.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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.	Only contractors carrying out essential work will be required on site. Contractors will have been advised of the necessary precautions prior to attending and risk assessments will have been submitted, where required.	<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. All contractors will be asked to provide risk assessments including their own about infection spread prevention, where required.	<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. School will check the risk assessments and procedures of all visitors from other agencies and advice will be sought from RKLTL if necessary.	<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	Yes, via signing in system.	<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"/>

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		At Rossett Acre windows and doors to be opened in classrooms and rooms to allow ventilation. Be considerate of the temperature of the room.			
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. Windows and doors to be opened in classrooms and rooms to allow ventilation. Be considerate of the temperature of the room.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.3	Where possible, occupied room windows should be open	As above.	<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	Staff to be mindful of this.	<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 Parents have been informed previously that additional layers can be worn in school in colder weather due to opening of windows and doors.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.9	Furniture rearranged where possible to avoid direct drafts	Teachers to consider this. Please see Site Manager if support is required with moving furniture.	<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	Staff to be aware of the temperature of the classroom and the needs of those in the room.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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	Classes and rooms to have windows and doors left open for ventilation as required.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 Kitchen staff have their own risk assessments which they adhere to. Cleaning equipment is available in the staff rooms and cleaners regularly clean surfaces in staff rooms.	<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.	Kitchen staff have been advised if they feel unwell to stay at home and if they have symptoms to follow the same advice as other school staff. If they have a test, they must stay at home until a result is given. This has been communicated to Taylor Shaw (Caterers).	<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 and after handling food, and especially after being in a public place, blowing their nose, coughing, or sneezing.	Kitchen staff have their own risk assessments which they adhere to. As the lunches will be brought outside the classrooms, anyone distributing the meals should wash their hands before and after and observe social distancing. Signage is around school about good hygiene and catch it, bin it, kill it.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	Catering is provided by Taylor Shaw who follow Food Standard Agency's (FSA) guidance on good hygiene practices in food preparation and their Hazard Analysis and Critical Control Point (HACCP) processes. Evidence available from the kitchen staff.	<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.	Additional staff rooms available to staff as stated in the staff procedures and have staggered breaks. The staff rooms are; the main staff room, the front room and the back room of the bungalow, the library and the ladybird room.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		Kitchen staff will be unable to maintain social distancing and will be a separate bubble. This will be included in the Taylor Shaw risk assessment.			
12.6	Notices promoting hand hygiene and social distancing should be placed visibly in staff room area along with hand washing stations.	Notices are in staff rooms and hand washing is available in the main staff room, the kitchen of the bungalow and the ladybird room.	<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.	Staff will be reminded about maintaining social distancing via communications and staff meetings. There will be interaction between pupils in the same bubble – this is unavoidable.	<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.	Pupils will remain in the same classroom within their year group bubble for the majority of the time. If the ICT suite is used at any time the teacher/staff member will need to ensure the laptops/ipads which have been used are cleaned thoroughly and ready for the next class via a suitable disinfectant spray/appropriate wipes – that the SBOM will make available. A seating plan will need to be created. The hall floor will be cleaned by the cleaners after each bubble uses the hall. A timetable will be provided to them by the SBOM. Teachers should also inform Kristina, if they need the hall to be cleaned after use.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.3	Transitional and taster days must not take place until at least 21 st June unless existing bubbles can be maintained during the process.	Transitional and taster days at Rossett Acre are currently pencilled in for July 21.	<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.	https://www.gov.uk/government/publications/covid-19-suggested-principles-of-safer-singing/covid-19-suggested-principles-of-safer-singing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		<p>Suggested principles of safer singing</p> <p>Taking account of the evidence, and if other national and local guidance on the control of COVID-19 is followed, singing is considered safer when the following actions are taken:</p> <ol style="list-style-type: none"> 1. As required by national guidance, people with symptoms suggestive of COVID-19, or who are known to have been in recent contact with others who have COVID-19, do not participate in singing or attend singing events. 2. Singing takes place only in larger well-ventilated spaces, or outdoors. 3. Performance or rehearsal is for limited periods of time at a reduced level of loudness, using microphones for amplification if available. 4. Limited numbers of people sing together. (single group up to 6 people maximum– preferably as few as possible) 5. Singers are spaced at least 2 metres apart in all directions (at least 1 metre apart if the additional measures or controls recommended in government COVID-19 guidance for the performing arts are applied). <p>This may involve redesigning your activity, for example by spacing singers at least 2 metres apart, ensuring that performers are not face-to-face, and having</p>			
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Risk Assessment for Red Kite Learning Trust (Primary Schools).

		<p>performers or audience members seated rather than standing (where possible).</p> <p>The cumulative effect of aerosol transmission means that the more people who are involved, the higher the risk of transmission (to each other or an audience). It is therefore advisable to limit the total number of individuals involved in performing arts activity.</p> <p>Avoid raised voices and take the following steps to minimise risk:</p> <p>Reduce the volume of singing and speaking, and use microphones (if available) rather than breath for amplification.</p> <p>– You can find more information in the guidance on safer singing.</p> <ul style="list-style-type: none"> • shouting or singing loudly can produce 20-times the mass of aerosol than speaking at a normal level of loudness • children, like adults, produce a far greater mass of aerosol when they shout or sing loudly • ventilation is a useful way of removing aerosol and minimising its concentration in the air • the probability of infectious virus shedding – and hence the risk of transmission – increases with the number of people who sing at an event • the risk of onward transmission increases with the number of people who attend an event and its duration <p>At Rossett Acre, singing is to be kept to a minimum and should be outside. Whole class singing should not take place inside and only outside if distanced</p>			
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Risk Assessment for Red Kite Learning Trust (Primary Schools).

		appropriately. Anyone singing should be at least two metres distance, in all directions away from others. No face to face singing should take place. No singing indoors. Brass/wind instruments can be played inside but a distance of two metres needs to be in place and only solos/very small groups.			
13.5	Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained.	Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space. At Rossett Acre singing will take place outdoors, wherever possible and numbers of children singing, playing brass and wind instruments at any one time should be limited dependent on space. Pupils should be back to back or side to side – not face to face. No full class singing inside. Choirs, ensembles and assemblies are not taking place in school at present.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	As stated.	<input checked="" 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 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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	Risk assessment to be shared with staff.	HT	08 June 2021 - Completed
	Risk assessment shared with Chair of Governors.	HT	08 June 2021 - Completed
	Risk assessment shared with the Trust to review	HT	08 June 2021 - Completed
	Risk assessment put on website for parents to view	HT	09 June 2021
	Communication to parents re: wearing face coverings on the playground, optional or not	HT	7 June 2021 – Completed.

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"/>	
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: H&S Director at Trust, Chair of Governors, staff, parents

<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.

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