

Risk Assessment for Red Kite Learning Trust

Assessment Title:	Coronavirus (COVID-19): implementing protective measures introduced from 6th January 2022	Reference Number:	
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School Name:	Rossett Acre Primary	School Address:	Pannal Ash Road, Harrogate, HG2 9PH
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Date Assessment Undertaken:	Name of Assessor (print):	Assessor Signature:	Assessment Review Date:
6 January 2022	Sam Shuttleworth Corrine Penhale Kirsty Macnair		As required

Name of Head Teacher (print):	Head Teacher Signature:	Name of Chair of Governors (print):	Chair of Governors Signature:
Corrine Penhale		Shayne Hewlett	

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. - Department of Education Guidance: Actions for schools during coronavirus outbreak - updated 5th January 2022 - Department of Education Guidance: Contingency framework: education and childcare settings – updated 15th December 2021 - RKLTL Contingency Framework Outbreak Management Plans – January 2022.
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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	<i>Note: this list is not exhaustive and must be adapted for your own needs</i>				
	<ol style="list-style-type: none"> 1. Contact Between Individuals 2. Inadequate Cleaning/Sanitising 3. Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors 4. Site User Becoming Unwell 5. Site User Developing Symptoms 6. Inadequate Hand Washing/Personal Hygiene 7. Inadequate Personal Protection & PPE 8. Visitors, Contractors & Spread of Coronavirus 9. Inadequate Ventilation 				
No.	CONTROL MEASURES	ADDITIONAL INFORMATION	YES	NO	N/A
	<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>				
1.	Contact Between Individuals				
1.1	No longer necessary to keep children in consistent groups (bubbles).		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	School should make sure their contingency plans cover the possibility that it may be necessary to reintroduce “bubbles” for a temporary period, to reduce mixing between groups.	<p>Any decision to recommend the reintroduction of ‘bubbles’ would not be taken lightly and would need to take account of the detrimental impact they can have on the delivery of education.</p> <p>If we have outbreaks of covid cases in a year group which is significant e.g. approx: 5 children or above, then these classes will eat lunch in their classrooms and are likely be distanced from other classes at lunch and breaktimes to help prevent the spread of Covid-19.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Assemblies can resume	Whole school assemblies online. Smaller assemblies in week eg. EYFS/Y1/Y2 together, Y3 & 4 together, Y5 & Y6 together	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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1.4	Pupils can mix at breaks and lunchtimes.	We are keeping children as much as possible in smaller groupings on the playground e.g. EYFS, Y1 & Y2 together, Y3 & Y4 together and Y5 & Y6 together. Classes where there are significant outbreaks of covid cases – children are likely be distanced from other classes at lunch and breaktimes to help prevent the spread of Covid-19.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Given the likely gap in COVID-19 cancellation related insurance, schools considering booking a new educational visit, whether domestic or international, are advised to ensure that any new bookings have adequate financial protection in place	You should speak to either your visit provider, commercial insurance company, or the risk protection arrangement (RPA) to assess the protection available	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6	Schools can undertake educational day visits	Consideration given to NYCC Guidance for Activities in Schools - Autumn/Winter 2021	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7	Schools can undertake domestic residential education visits	Consideration given to NYCC Guidance for Activities in Schools - Autumn/Winter 2021	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8	It is recommended that schools consider whether to go ahead with planned international educational visits at this time, recognising the risk of disruption to education resulting from the need to test on arrival back into the UK.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9	Schools should undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10	Out-of-school settings and wraparound childcare providers can offer provision to all children, without restriction on the reasons for which they may attend.	More information on planning extra-curricular provision can be found in the guidance for: COVID-19: Actions for out-of-school settings - GOV.UK (www.gov.uk) Fun Club are aware of the guidance. They are keeping children in smaller bubble/groups as they feel necessary.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Inadequate Cleaning/Sanitising				
2.1	A cleaning schedule that includes regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces is in place	Cleaning of non-healthcare settings outside the home Additional cleaning in place during the day – touch points.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		Laptops/lpads to be cleaned after use. Staff are required to clean their own laptops and ipads before and after work. MSAs to clean touch points on the Trim Trail after lunch if in use.			
2.2	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"/>
2.3	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"/>
2.4	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"/>		
3	Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors				
3.1	In most cases, parents and carers will agree that a pupil with symptoms should not attend the school, given the potential risk to others.	If a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. Your decision would need to be carefully considered in light of all the circumstances and current public health advice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Close contacts in schools are now identified by NHS Test and Trace and education settings are not expected to undertake contact tracing.	All RKL schools complete the RKL Positive Case Tracking report on RKL Teams We complete the DfE report weekly. We send information to NYCC re: positive cases if threshold reached.	<input checked="" type="checkbox"/>		
3.3	NHS Test and Trace will work with the positive case and/or their parent to identify close contacts.	Schools may be contacted in exceptional cases to help with identifying close contacts, as currently happens in managing other infectious diseases.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Adults who are fully vaccinated and all children and young people aged between 5 and 18 years and 6 months identified as a contact of someone with COVID-19 are	Daily testing of close contacts applies to all contacts who are:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<p>strongly advised to take an LFD test every day for 7 days and continue to attend their setting as normal, unless they have a positive test result.</p> <p>This test should be taken before the close contact leaves their home for the first time each day.</p>	<ul style="list-style-type: none"> • fully vaccinated adults – people who have had 2 doses of an approved vaccine • all children and young people aged 5 to 18 years and 6 months, regardless of their vaccination status • people who are not able to get vaccinated for medical reasons • people taking part, or have taken part, in an approved clinical trial for a COVID-19 vaccine 			
3.5	If someone over the age of 18 chooses not to get vaccinated, they will need to self-isolate for 10 days if identified as a close contact.	Staff to inform HT, DHT & SBOM if they have not been vaccinated and believe they have been in contact with a positive case.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Close Contacts: Children under 5 years are exempt from self-isolation and do not need to take part in daily testing of close contacts.	If a child has Covid-19 symptoms or are confirmed positive for Covid, then they need to isolate and follow Government guidance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7	Pupils with SEND identified as close contacts should be supported by their school and their families to agree the most appropriate route for testing, including where appropriate additional support to assist swabbing.	DHT to liaise with parents of children with SEND to give support if necessary.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8	Staff who do not need to isolate, and children and young people aged under 18 years 6 months who usually attend school, and have been identified as a close contact, should continue to attend school as normal.	School will however ask parents to carry out a lateral flow test for their child if we feel it is necessary to do so in order to stop the spread of Covid.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9	18-year-olds will be treated in the same way as children until 6 months after their 18th birthday, to allow them the opportunity to get fully vaccinated. At which point, they will be subject to the same rules as adults and so if they choose not to get vaccinated, they will need to self-isolate if identified as a close contact.	College students volunteering in school/Teaching Training students to inform HT, DHT & SBOM if they have not been vaccinated and believe they have been in contact with a positive case.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.10	Settings will continue to have a role in working with health protection teams in the case of a local outbreak. If there is a substantial increase in the number of positive cases in a setting or if central government offers the area an enhanced response package, a director of public health might advise a setting to temporarily reintroduce some control measures.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.11	Extra actions may be implemented in schools if the number of cases substantially increases. This will be based on a set threshold, should this be reached school will distribution a warn and inform letter to inform to group identified (e.g., class, year group, common activities group).	Settings may wish to seek additional public health advice if they are concerned about transmission in the setting, either by phoning the DfE helpline (0800 046 8687, option 1) or in line with other local arrangements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<p>The thresholds where additional actions may be required are set out below, and will be triggered with whichever of these thresholds is reached first:</p> <ul style="list-style-type: none"> • 5 children, pupils, students, or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or • 10% of children, pupils, students, or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period 	<p>Extra actions could include: children eating lunch in their classrooms, distancing in place so classes do not mix both inside and outside of the classroom to help to minimise the spread of Covid-19.</p>			
3.12	<p>A director of public health or an HPT may give settings advice reflecting the local situation. In areas where rates are high, this may include advice that local circumstances mean that the thresholds for extra action can be higher than set out above. If they judge that additional action should be taken, they might advise the setting to take some or all of the other measures described in this document, for example extra testing.</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.13	<p>Following expert clinical advice and the successful rollout of the COVID-19 vaccine programme, people previously considered to be particularly vulnerable, clinically extremely vulnerable (CEV), and high or higher risk are not being advised to shield again.</p>	<p>CEV staff will be expected to follow the same guidance as everyone as a minimum. They will have an individual risk assessment in place when they are in school. They will be encouraged to look after their own health and well-being by distancing when they can, ensuring they are in a well-ventilated area and discussing any concerns they may have with the HT, DHT or SBOM. Additional arrangements may be put in place for some CEV staff after discussion with HT and RKLT HR.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.14	<p>From 13 December office workers who can work from home should do so. Anyone who cannot work from home, such as those involved in the face-to-face provision of education, should continue to go to their place of work.</p>	<p>School leaders are best placed to determine the workforce required to meet the needs of their pupils. School leaders will need to consider whether it is possible for specific staff undertaking certain roles to work from home without disrupting to face-to-face education</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.15	<p>Children and young people who were previously identified as being clinically extremely vulnerable or extremely vulnerable, are advised to continue to follow the guidance contained in Coronavirus: how to stay safe and help prevent the spread.</p>	<p>Children and young people previously considered CEV should attend school and should follow the same COVID-19 guidance as the rest of the population. In some circumstances, a child or young person may have received personal advice from their specialist or clinician on additional</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		precautions to take and they should continue to follow that advice. Discussions with HT, DHT will take place if necessary.			
3.16	School must complete the New and Expectant Mothers risk assessment as well as the Covid Individual risk assessment for any pregnant members of staff. Both Risk Assessments will need to be subject to regular review. More guidance is provided below and contact the School's HR Advisor on hr@rkt.co.uk for further support. RCOG Q&A covid19 virus infection and pregnancy	Further advice is available on the HSE website link and contact the School's HR Advisor on hr@rkt.co.uk for further support Protecting new and expectant mothers at work - HSE A meeting will be arranged between the new and expectant mother, HT and RKLTHR to discuss any concerns and update risk assessments/put required measures in place, as required.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Site User Becomes Unwell				
4.1	If anyone in school develops COVID-19 symptoms, they are sent home and told they should follow public health advice	Symptoms of coronavirus (COVID-19) 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. 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 (in most cases) 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. School to advise parents to have a test carried out and follow government/NHS guidelines as to when person should return to school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		School will also be cautious when children show symptoms of the Delta/Omicron variant – headaches, sore throats etc. Children may be sent home and parents advised to have a PCR carried out, particularly if there are other positive cases of Covid in the child’s class/in school.			
4.2	If a pupil is awaiting collection, they should be left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible	<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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	PPE should be worn by staff caring for the pupil while they await collection if close contact is necessary	<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"/>
4.5	The room used by the pupil awaiting collection should be cleaned after they have left	SBOM to arrange for the cleaning of the room to take place.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	Everyone displaying coronavirus (COVID-19) symptoms should avoid using public transport and, wherever possible, be collected by a member of their family or household	Parents have been informed about this via our newsletter of 3 rd September 2021 – link to guidance was included	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home	<p>This would only be in exceptional circumstances in a primary school as all children will be expected to be picked up by parents/carers.</p> <p>If exceptional circumstances were thought to be relevant only Y5/6 children would be considered</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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4.8	In an emergency, call 999 if the pupil is seriously ill or injured or their life is at risk.	Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Site User Developing Symptoms				
5.1	Children, staff, and other adults should follow public health advice on when to self-isolate and what to do: When to self-isolate and what to do - Coronavirus (COVID-19) - NHS (www.nhs.uk)	They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	<p>If a member of staff or a pupil is notified by NHS Test and Trace of a positive test result they must complete a period of self-isolation. The isolation period starts immediately from when their symptoms started, or, if you do not have any symptoms, from when their positive LFD or PCR test was taken, whichever test was taken first. The isolation period includes the day their symptoms started (or the day their test was taken if you do not have symptoms), and the next 10 full days.</p> <p>They can return to your normal routine and stop self-isolating after 10 full days if their symptoms have gone, or if the only symptoms they have are a cough or anosmia, which can last for several weeks.</p> <p>If they still have a high temperature after 10 days or are otherwise unwell, they should stay at home and seek medical advice.</p>	<p>Staff and/ or pupils may be able to end their self-isolation period before the end of the 10 full days.</p> <p>They can take an LFD test from 6 days after the day their symptoms started (or the day their test was taken if they did not have symptoms), and another LFD test on the following day. The second LFD test should be taken at least 24 hours later. If both these test results are negative, and they do not have a high temperature, they may end their self-isolation after the second negative test result.</p> <p>Pupils/ staff should not take an LFD test before the sixth day of their isolation period, and they should only end their self-isolation after they have had 2 consecutive negative LFD tests which should be taken at least 24 hours apart.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3	If a member of staff or a pupil is isolating because of a positive test but did not have any symptoms, and then subsequently develop COVID-19 symptoms within their isolation period, they are required to start a new isolation period from the day the symptoms start.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Where pupils who are self-isolating are within the governments definition of vulnerable it is very important that schools put systems in place to keep in contact with them, particularly if they have a social worker.	When a vulnerable pupil is asked to self-isolate, you should: • notify their social worker (if they have one) and, for looked-after children, the local authority virtual school head	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		<ul style="list-style-type: none"> • agree with the social worker the best way to maintain contact and offer support <p>You should have procedures in place to:</p> <ul style="list-style-type: none"> • check if a vulnerable pupil is able to access remote education support • support them to access it (as far as possible) • regularly check if they are accessing remote education • keep in contact with them to check their wellbeing and refer onto other services if additional support is needed. 			
5.3	If anyone in your school develops COVID-19 symptoms, however mild, you should send them home and they should follow public health advice.	<p>The main symptoms of coronavirus (COVID-19) are:</p> <ul style="list-style-type: none"> • A high temperature – this means they feel hot to touch on their chest or back (they do not need to measure their temperature) • A new, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if they usually have a cough, it may be worse than usual) • A loss or change to your sense of smell or taste. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4	All secondary school pupils should receive 1 on-site lateral flow device test on their return in January.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.5	Staff and secondary school pupils should continue to test twice weekly at home, with lateral flow device (LFD) test kits, 3-4 days apart.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.6	Secondary schools should retain a small asymptomatic testing site (ATS) on-site until further notice so they can offer testing to pupils who are unable to test themselves at home		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.7	Schools are strongly encouraged to ask parents and other visitors to take a lateral flow device (LFD) test before entering the school.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.8	There is no need for primary age pupils (those in year 6 and below) to regularly test, unless they have been identified as a contact for someone who has tested positive for Covid-19 and therefore advised to take lateral flow tests every day for 7 days.	Advice will be taken from the Local Health Protection Team and the Trust as to who will be deemed a likely close contact and likely close	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


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		contact letters will be sent with the advice to take lateral flow tests for 7 days.			
5.9	Staff and pupils with a positive LFD test result should self-isolate in line with the stay-at-home guidance for households with possible or confirmed coronavirus (COVID-19) infection below. Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection - GOV.UK (www.gov.uk)	From 11 January in England, people who receive positive lateral flow device (LFD) test results for coronavirus (COVID-19) will be required to self-isolate immediately and won't be required to take a confirmatory PCR test. This is a temporary measure while COVID-19 rates remain high across the UK. Whilst levels of COVID-19 are high, the vast majority of people with positive LFD results can be confident that they have COVID-19. They must self-isolate if they get a positive test result, even if they have had a recent negative lateral flow test – these rules have not changed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.10	If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school, as long as the individual doesn't have COVID-19 symptoms.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.12	Where appropriate, schools should support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so.	TEAMS log ins are available for all classes to switch to remote learning if required.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Inadequate Hand Washing/Personal Hygiene				
6.1	Staff/pupils/cleaners/contractors etc. will be reminded to clean their hands regularly, including: <ul style="list-style-type: none"> when they arrive at the school when they return from breaks when they change rooms before and after eating 	Ensure that staff have sufficient time to wash their hands regularly, as frequently as pupils Notices are around school about washing hands regularly and children will be asked by staff to wash hands on arrival and throughout the day. Staff informed via staff procedures – Sept 21.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	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"/>

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6.3	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 sanitiser is also available around school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4	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"/>
6.5	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"/>
6.5	Risk assessments for pupils with complex needs that may struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant, have been updated in order to support these pupils and the staff working with them	This would be put in place if required.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6	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"/>
6.7	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 sanitisers are also available and MUST ONLY BE USED UNDER CLOSE SUPERVISION . Washing with soap and water is the preferred option, (and expected where hand washing stations are available) particularly for children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.8	Alcohol based hand cleansers/gels 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 cleaning wipes can be used as an alternative We do have gel available in the lunch hall for children to use, as per pre Covid. Children will be reminded to use this sensibly. MSAs are supervising in the hall.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.9	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"/>

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6.10	The 'catch it, bin it, kill it' approach is very important and is promoted	 <p>CATCH IT Germs spread easily. Always carry tissues and use them to catch your cough or sneeze.</p> <p>BIN IT Germs can live for several hours on tissues. Dispose of your tissue as soon as possible.</p> <p>KILL IT Hands can transfer germs to every surface you touch. Clean your hands as soon as you can.</p> <p>NHS</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.11	Disposable tissues are available in each room for both staff and pupil use	Tissues are available in every classroom. Staff can access more as needed from the school office/medical room.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.12	Bins (ideally lidded pedal bins) for tissues are available in each room	Bins are in every classroom, staffroom, bungalow, office, halls, ICT suite, Music Room and Kitchen.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.13	School has embedded the 'catch it, bin it, kill it' approach to ensure younger pupils and those with complex needs get this right, and that all pupils understand that this is now part of how the school operates	The e-bug website contains free resources for schools, including materials to encourage good hand and respiratory hygiene Teachers to remind children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Inadequate Personal Protection & PPE				
7.1	Where pupils in year 7 (which would be children who were aged 11 on 31 August 2021) and above are educated, we ask that face coverings should be worn by pupils, staff and adult visitors when moving around the premises, outside of classrooms, such as in corridors and communal areas.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.2	Pupils in the above schools must also wear a face covering when travelling on public transport and should wear it on dedicated transport to and from school.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.3	From 4 th January 2022, it is recommended that in those schools where pupils in year 7 and above are educated, face coverings should be worn in classrooms. This is a temporary measure and will be renewed in due course.	This does not apply in situations where a face covering would impact on the ability to take part in exercise or strenuous activity, for example PE lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.4	We would not ordinarily expect teachers to wear a face covering in the classroom if they are at the front of the class.	Settings however should be sensitive to the needs of individual teachers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		Secondary - Other adults in the classroom DO wear face coverings unless they are exempt.			
7.5	In primary schools, we ask that face coverings should be worn by staff and adults (including visitors) when moving around in corridors and communal areas.	Health advice continues to be that children in primary schools should not be asked to wear face coverings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.6	Schools as employers have a duty to comply with the Equality Act 2020 which includes making reasonable adjustments for disabled staff and pupils.	No pupil should be denied education on the grounds they are not wearing a face covering.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.7	Transparent face coverings can be worn to, which may assist communication with someone who relies on: • lip reading, • clear sound or • facial expression	Transparent face coverings may be effective in reducing the spread of COVID-19. However, the evidence to support this is currently very limited.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.8	The benefits of transparent face coverings should be considered alongside the comfort and breathability of a face covering that contains plastic, which may mean that the face covering is less breathable than layers of cloth.	Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.9	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.	They may protect the wearer against droplet spread in specific circumstances but are unlikely to be effective in preventing the escape of smaller respiratory particles when used without an additional face covering. They should only be used 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"/>
7.10	There are some circumstances where people may not be able to wear a face covering. Please be mindful and respectful of such circumstances. Some people are less able to wear face coverings, and the reasons for this may not be visible to others.	In relation to education and childcare settings, this includes (but is not limited to): • people who cannot put on, wear, or remove a face covering because of a physical or mental illness or impairment, or disability • people for whom putting on, wearing, or removing a face covering will cause severe distress • people speaking to or aiding someone who relies on lip reading, clear sound or facial expressions to communicate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		<ul style="list-style-type: none"> • to avoid the risk of harm or injury to yourself or others • you are also permitted to remove a face covering in order to take medication. 			
7.11	<p>Schools should have a small contingency supply available for people who:</p> <ul style="list-style-type: none"> • are struggling to access a face covering • are unable to use their face covering as it has become damp, soiled, or unsafe • have forgotten their face covering 	Masks are available in the medical room.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.12	<p>When wearing a face covering, staff, visitors and children should:</p> <ul style="list-style-type: none"> • wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser before putting a face covering on • avoid touching the part of the face covering in contact with the mouth and nose, as it could be contaminated with the virus • change the face covering if it becomes damp or if they've touched the part of the face covering in contact with the mouth and nose • avoid taking it off and putting it back on a lot in quick succession to minimise potential contamination 	<p>https://www.bbc.co.uk/news/av/health-52606128 Staff have been informed of this previously. Link above. Staff also informed again re: putting on/taking off a mask correctly and the need to sanitise hands by the HT via email on 29 November 2021.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.13	<p>When removing a face covering, staff, visitors and children should:</p> <ul style="list-style-type: none"> • wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser before removing • only handle the straps, ties, or clips • not give it to someone else to use • if single use, dispose of it carefully in a household waste bin and do not recycle • once removed, store reusable face coverings in a plastic bag until there is an opportunity to wash them. • if reusable, wash it in line with manufacturer's instructions at the highest temperature appropriate for the fabric • wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser once removed 	<p>https://www.bbc.co.uk/news/av/health-52606128 Staff have been informed of this previously. Link above. Staff also informed again re: putting on/taking off a mask correctly and the need to sanitise hands by the HT via email on 29 November 2021.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.14	Staff and children should 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"/>
8	Visitors, Contractors & Spread of Coronavirus				

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8.1	Key contractors are made aware of the school's control measures and ways of working	Schools are strongly encouraged to ask parents and other visitors to take a lateral flow device (LFD) test before entering the school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2	School ensures site guidance on is explained to visitors and contractors on or before arrival	Office staff/site manager will explain to anyone entering the school. Sign on main door – all visitors must wear a face covering.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3	Contractors to provide updated risk assessment prior to visit which includes their own controls round infection spread prevention	All contractors will be asked to provide risk assessments including their own about infection spread prevention, where required. SBOM and Site Manager to ensure these are provided.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4	As normal, school engages with their local immunisation providers to provide immunisation programmes on site, ensuring these are delivered in keeping with the school's control measures	These programmes are essential for children's health and wellbeing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.5	Schools are not required to use the NHS COVID Pass, unless they are holding a specific event (such as a reception, concert, or party) that meets the attendance thresholds. Where applicable, schools should follow guidance on mandatory certification for events	Under 18s are exempt from showing their COVID Status but should be counted towards attendance thresholds. You should not use the NHS COVID Pass as a condition of entry for education or related activities such as exams, teaching, extra-curricular activities or any other day-to-day activities that are part of education or training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Inadequate Ventilation				
9.1	When your school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained.	You should identify any poorly ventilated spaces as part of your risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example, school plays. When using the Calm Room, the door should remain open whenever possible. If door is required to be closed, please open it at regular intervals to let air flow in and out.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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9.2	Mechanical ventilation is a system that uses a fan to draw fresh air or extract air from a room. These should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated.	If possible, systems should be adjusted to full fresh air or, if this is not possible, 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"/>
9.3	Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so).	You should balance the need for increased ventilation while maintaining a comfortable temperature.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.4	Co2 monitors used and monitored to detect areas of poor ventilation	These have been distributed through school. Where Co2 monitor readings are consistently high for at least 1 week (1500ppm or higher) the school has either bid for air cleaning units (HEPA filtration) or purchased units to improve ventilation	<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 checked="" type="checkbox"/>		No <input type="checkbox"/>
Have you identified any further control measures needed to control the risk and recorded them in the action plan?			Yes <input checked="" type="checkbox"/>		No <input type="checkbox"/>
ACTION PLAN (insert additional rows if required)		To be actioned by			
Further or altered control measures to reduce risks <i>so far as is reasonably practicable</i>		Name	Date		
Updated risk assessment to be shared with staff.		Corrine Penhale	4 th January 2022		
Updated risk assessment shared with the Trust to review		Corrine Penhale	4 th January 2022		
Updated risk assessment put on website for parents to view		Corrine Penhale	5 th January 2022		

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	Note: Due to Government changes sent out to schools on 6 th January – the risk assessment was updated again and sent out to the stakeholders above instead on:	Corrine Penhale	7 th January 2022

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 checked="" type="checkbox"/>	Low <input 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:

<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.