

Athersley South Primary Risk Assessment Form



This risk assessment should be produced in conjunction with the current government guidance as highlighted below:

<https://www.gov.uk/government/publications/covid-19-response-living-with-covid-19/covid-19-response-living-with-covid-19>

Date of Assessment:	Reviewed 02.09.2021 Reviewed again 29 th November 2021, then 9 th December 2021 (following two separate updates in Government guidance) Changes in blue. 3 rd January 2022 further updates in red March 2022 Updated following 'Living with Covid' guidelines
Manager Responsible for Basic Activity:	Mrs E. Sanderson
Lead Risk Assessor for Basic Activity:	Mrs E. Sanderson
Risk Assessment Team Members ((e.g. employees, supervisors, managers, safety reps etc)	Mrs E. Sanderson, Mrs J. Boreham, Mrs S. Vajai and Mr J. Wheelwright

Amendments – Infection Control and Stepping Measures Up and Down (29.11.21)

Amendments – Tracing close contacts and isolation, ventilation, mandatory certification, school workforce 9.12.21

Amendments to isolation guidelines – applicable in school from January 2022

Amendments – On 21 February the Prime Minister set out the next phase of the Government's COVID19 response. COVID-19 continues to be a virus that we learn to live with and the imperative to reduce the disruption to children and young people's education remains. The government's priority is to support schools to deliver face-to-face, high-quality education to all pupils. The evidence is clear that being out of education causes significant harm to educational attainment, life chances and mental and physical health

Hazard	Risks	Control Measures	Actions Required	Person Responsible and Target Date
Tracing close contacts and isolation	Transmission of infection	Public health advice for People with COVID-19 and their contacts changed from 24 February 2022. Contacts are no longer required to self-isolate or advised to take daily tests, and contact tracing has ended.		
Face Coverings	Transmission of infection	Face coverings are no longer advised for pupils, staff and visitors in classrooms or communal areas. Staff and pupils should follow https://www.gov.uk/government/publications/face-		

<p>Face Coverings In circumstances where face coverings are recommended</p>		<p>coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own wider advice on face coverings outside of school, including on transport to and from school.</p> <p>A director of public health might advise you that face coverings should temporarily be worn in communal areas or classrooms (by pupils, staff and visitors, unless exempt).</p> <p>School to make sure contingency plans cover this possibility. (See the stepping measures up and down section).</p> <p>In these circumstances, transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. Transparent face coverings may be effective in reducing the spread of COVID-19. However, the evidence to support this is currently very limited. 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.</p> <p>The main benefit from a transparent face covering is that they can aid communication, for example enabling lip-reading or allowing for the full visibility of facial expressions, but this 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.</p> <p>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.</p>		
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Stepping measures up and down	Covid-19 outbreaks	<p>School has contingency plans outlining how school would operate if the need to take extra measures in exceptional circumstances.</p> <p>Given the detrimental impact that restrictions on education can have on children and young people, any measures in schools should only ever be considered as a last resort, kept to the minimum number of groups possible, and for the shortest amount of time possible.</p> <p>Information on what circumstances might lead you to consider taking additional action, and the steps you should work through, can be found in the contingency framework.</p>		
Hygiene	Spread of infection	<p>School to ensure good hygiene for everyone.</p> <p>Hand hygiene Frequent and thorough hand cleaning should now be regular practice. School will continue to ensure that pupils clean their hands regularly. This can be done with soap and water or hand sanitiser.</p>		

		<p>Respiratory hygiene</p> <p>The ‘catch it, bin it, kill it’ approach continues to be very important.</p> <p>The e-Bug COVID-19 website contains free resources, including materials to encourage good hand and respiratory hygiene.</p>		
Personal Protective Equipment	Protection for employees	<p>Most staff in schools will not require PPE beyond what they would normally need for their work.</p> <p>The guidance on the use of PPE in education, childcare and children’s social care settings provides more information on the use of PPE for COVID-19.</p>		
Cleaning	Spread of infection	<p>School to put in place and maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces.</p> <p>For further guidance, UKHSA has published guidance on the cleaning of non-healthcare settings.</p>		
Ventilation	Transmission of infection	<p>When school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained.</p> <p>School to identify any poorly ventilated spaces and take steps to improve fresh air flow in these areas.</p> <p>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.</p> <p>If possible, systems should be adjusted to full fresh air or, if this is not possible, then systems should be operated as</p>		

		<p>normal as long as they are within a single room and supplemented by an outdoor air supply.</p> <p>Where mechanical ventilation systems exist, you should ensure that they are maintained in accordance with the manufacturers' recommendations.</p> <p>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).</p> <p>You should balance the need for increased ventilation while maintaining a comfortable temperature.</p> <p>The Health and Safety Executive guidance on air conditioning and ventilation during the COVID-19 pandemic and CIBSE COVID-19 advice provides more information.</p> <p>CO2 monitors have been provided to state-funded education settings, so staff can quickly identify where ventilation needs to be improved. These are in all classrooms at ASPS.</p>		
Testing, self-isolation and managing confirmed cases of COVID-19	Spread of infection	<p>School to follow public health advice on testing, self-isolation and managing confirmed cases of Covid-19.</p> <p>When an individual develops COVID-19 symptoms or has a positive test Pupils, staff and other adults should follow guidance on People with COVID-19 and their contacts if they have COVID-19 symptoms.</p> <p>Only in exceptional circumstances, where there is an overriding health or safeguarding issue, should a pupil self-isolate away from school.</p>		

		<p>Pupils and staff should return to school as soon as they can, in line with guidance for People with COVID-19 and their contacts.</p> <p>Asymptomatic testing: From 21 February, staff and pupils in mainstream secondary schools will not be expected to continue taking part in regular asymptomatic testing and should follow asymptomatic testing advice for the general population. Further information is available in the NHS get tested for COVID-19 guidance.</p> <p>In the event of an outbreak, a school may also be advised by their local health team or director of public health to undertake testing for staff and students of secondary age and above for a period of time.</p> <p>Staff and pupils in specialist SEND settings, Alternative Provision, and SEND units in mainstream schools are advised to continue regular twice weekly testing. For further information, see Special schools and other specialist settings: coronavirus (COVID-19)</p>		
Clinically extremely vulnerable	Infection	<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>Children and young people who were previously identified as being in one of these groups are advised to continue to follow Guidance for people previously considered clinically extremely vulnerable from COVID-19.</p> <p>Children and young people over the age of 12 with a weakened immune system should follow Guidance for people whose immune system means they are at higher risk from COVID-19.</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 10 specialist or clinician on additional precautions to take and they should continue to follow that advice.		
Vaccination	Infection control	<p>The government recommend all school staff and eligible pupils take up the offer of a vaccine.</p> <p>You can find out more about the in-school vaccination programme in: https://www.gov.uk/government/publications/covid-19-vaccination-resources-for-schools/covid-19-vaccination-programme-for-children-and-young-people-guidance-for-schools</p>		
Mandatory Certification	Infection control	<p>Mandatory certification is no longer in place and so venues and events are not required by law to use the NHS COVID Pass as a condition of entry, but some may do so voluntarily.</p> <p>Further information on this is available in the guidance on using your NHS COVID-19 Pass for travel abroad and at venues and settings in England https://www.gov.uk/guidance/nhs-covid-pass</p> <p>School 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.</p>		
Welcoming children back to school	Transmission of infection	<p>In most cases, parents and carers will agree that a pupil with the key symptoms of COVID-19 should not attend the school, given the potential risk to others.</p> <p>If a parent or carer insists on a pupil attending your school where they have a confirmed or suspected case of COVID-19, you can take the decision to refuse the pupil if, in your</p>		

		reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19.		
Vulnerable children	Covid-19	<p>Where pupils who are self-isolating are within the governments definition of vulnerable https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision#vulnerable-children-and-young-people</p> <p>It is very important that you put systems in place to keep in contact with them, particularly if they have a social worker. Some children may be vulnerable who are not officially in statutory systems and schools should seek to support any children who they believe may have challenging circumstances at home.</p> <p>When a vulnerable pupil is self-isolating, you should:</p> <ul style="list-style-type: none"> • notify their social worker (if they have one) and, for looked-after children, the local authority virtual school head • agree with the social worker the best way to maintain contact and offer support <p>School to 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. 		
Travel and quarantine	Spread of coronavirus	<p>All children and staff travelling to England must adhere to government travel advice in travel to England from another country during coronavirus (COVID-19).</p> <p>Parents travelling abroad should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return.</p>		

		<p>Where pupils travel from abroad to attend a boarding school, you will need to explain the rules to pupils and their parents before they travel to the UK.</p> <p>Additional guidance has been issued on boarding school students quarantine and testing arrangements.</p>		
Remote education	Infection control	<p>Where appropriate, support those who are self-isolating because they have tested positive to work or learn from home if they are well enough to do so.</p> <p>Schools subject to the remote education temporary continuity direction are required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19.</p> <p>Schools should maintain capacity to deliver high-quality remote education across this academic year, including for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.</p> <p>You should work collaboratively with families and put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully access remote education.</p> <p>Full expectations for remote education, support and resources can be found on the get help with remote education service https://get-help-with-remote-education.education.gov.uk/</p>		
Educational Visits	Spread of coronavirus	<p>Educational visits should be subject to risk assessments as normal and reflect any public health advice or in-country advice of the international destination. General guidance on educational visits is available and is supported by specialist advice from the Outdoor Education Advisory Panel (OEAP).</p>		

		For international educational visits, you should refer to the Foreign, Commonwealth and Development Office travel advice and the guidance on international travel before booking and travelling to make sure that the school group meet any entry and in country requirements especially in relation to vaccinations.		
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Manager's Assessment Acceptance Statement	
I accept the details of the assessment and will ensure that the risk control measures identified, any risk control actions identified and monitoring requirements are acted upon within the given time scales.	
Manager's Signature	<i>Mrs E. Sanderson</i>
Date	March 2022
Date of planned review (not to exceed 12 months)	July 2022 (ahead of the next academic year)
Date of planned full re-assessment (not to exceed 24 months)	End of July 2022