

Risk Assessment for Red Kite Learning Trust

Assessment Title:	Coronavirus (COVID-19): implementing protective measures introduced from 21st February 2022	Reference Number:	
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School Name:	Rossett Acre Primary School	School Address:	Pannal Ash Road, Harrogate, HG2 9PH
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Date Assessment Undertaken: 28 February 2022	Name of Assessor (print): Kirsty Macnair & Corrine Penhale	Assessor Signature:	Assessment Review Date: As required
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Name of Head Teacher (print): Corrine Penhale	Head Teacher Signature:	Name of Chair of Governors (print): Shayne Hewlett	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. - Department of Education Guidance: Actions for schools during coronavirus outbreak – updated 24th February 2022 - Department of Education Guidance: Contingency framework: education and childcare settings – updated 24th February 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	<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. Inadequate Cleaning/Sanitising 2. Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors 3. Site User Becoming Unwell 4. Site User Developing Symptoms 5. Inadequate Hand Washing/Personal Hygiene 6. Inadequate Personal Protection & PPE 7. Inadequate Ventilation 				
No.	CONTROL MEASURES	ADDITIONAL INFORMATION	YES	NO	N/A
	<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	Inadequate Cleaning/Sanitising				
1.1	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 Laptops/Ipads 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	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"/>
1.3	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"/>
2	Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors				
2.1	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	If a parent or carer insists on a pupil attending your school where they have a confirmed or	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		suspected case of COVID-19, 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.			
2.2	Close contacts in schools are no longer required to self-isolate or advised to take daily tests and contact tracing has ended.				
2.3	If a member of staff lives with, or has stayed overnight in the household of, someone who has COVID-19, they are advised to wear a well-fitting face covering made with multiple layers or a surgical face mask in crowded, enclosed or poorly ventilated spaces and where you are in close contact with other people	They should follow this advice for 10 days after the day the person they live with or stayed with symptoms started (or the day their test was taken if they did not have symptoms).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Children and young people who usually attend an education or childcare setting and who live with someone who has COVID-19 should continue to attend the setting as normal.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	For most settings, it will make sense to think about taking extra action if they face severe operational disruption to face-to-face education. The thresholds, detailed below, can be used by settings as an indication for when to seek public health advice if they are concerned. For most education and childcare settings, these include: • a higher than previously experienced and/or rapidly increasing number of staff or student absences due to COVID-19 infection • evidence of severe disease due to COVID-19, for example if a pupil, student, child, or staff member is admitted to hospital due to COVID-19 • a cluster of cases where there are concerns about the health needs of vulnerable staff or students within the affected group	Settings should consider whether to seek additional public health advice if they have met the thresholds set out above and are considering additional measures, 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"/>
2.6	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@rkl.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@rkl.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 RKL HR to discuss precautions to take and they should continue to follow that advice. Discussions with HT, DHT will take place if necessary.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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3 Site User Becomes Unwell					
3.1	If anyone in school develops COVID-19 symptoms, they are sent home and told they should follow public health advice	<p><u>Symptoms of coronavirus (COVID-19)</u> If 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. A member of staff to escort the child to the bungalow. 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 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 the child should not return until the test result is known.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	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"/>
3.3	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"/>
3.4	PPE should be worn by staff caring for the pupil while they await collection if close contact is necessary	See Inadequate Personal Protection & PPE section of this risk assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		Staff caring for child, unable to keep 2m distance, PPE to be worn.			
3.5	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"/>
3.6	Everyone displaying coronavirus (COVID-19) symptoms should avoid using public transport where possible 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"/>
3.7	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	This would only be in exceptional circumstances in a primary school as all children will be expected to be picked up by parents/carers. If exceptional circumstances were thought to be relevant only Y5/6 children would be considered	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8	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"/>
4	Site User Developing Symptoms				
4.1	Children, staff, and other adults should order a PCR test if they have any of the 3 main symptoms <ul style="list-style-type: none"> • a new continuous cough • a high temperature • a loss of, or change in, your normal sense of taste or smell (anosmia) 	Children, staff, and other adults should not come into school if they have had a positive PCR test result.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	If a member of staff or a pupil test positive for Covid 19 they should stay at home and avoid contact with other people for the 10 days after their symptoms started (or the day their test was taken if they did not have symptoms).	Many people will no longer be infectious to others after 5 days. They may choose to take an LFD test from 5 days after their symptoms started (or the day their test was taken if they did not have symptoms) followed by another LFD test the next day. If both these test results are negative, and they do not have a high temperature, the risk that they are still infectious is much lower and they can safely return to school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		If their day 5 LFD test result is positive, they can continue taking LFD tests until they receive 2 consecutive negative test results.			
4.3	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.	<p>When a vulnerable pupil is asked to self-isolate, 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>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 another services if additional support is needed. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	From 21 February, pupils in secondary schools and staff in all schools will not be expected to continue taking part in regular asymptomatic testing and should follow asymptomatic testing advice for the general population.	Staff are no longer required to complete asymptomatic testing (no need to test twice a week) and, they now need to take a PCR test to confirm a case of Covid and cannot rely upon LFD tests. They should arrange asap and not return to work until they have a negative result	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	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"/>
5	Inadequate Hand Washing/Personal Hygiene				
5.1	<p>Staff/pupils/cleaners/contractors etc. will be reminded to clean their hands regularly, including:</p> <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 	<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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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5.2	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"/>
5.3	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"/>
5.4	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"/>
5.5	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"/>
5.6	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"/>
5.7	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"/>
5.8	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"/>
5.9	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"/>
5.10	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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5.11	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></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.12	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	<p>The e-bug website contains free resources for schools, including materials to encourage good hand and respiratory hygiene</p> <p>Teachers to remind children.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Inadequate Personal Protection & PPE				
6.1	Face coverings are no longer advised for pupils, staff and visitors in classrooms or communal areas.	Staff have been informed they can wear face coverings in communal areas if they feel more comfortable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	A director of public health might advise that face coverings should temporarily be worn in communal areas or classrooms (by pupils, staff, and visitors, unless exempt) in exceptional circumstances.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Inadequate Ventilation				
7.1	When your school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained.	<p>You should identify any poorly ventilated spaces as part of your risk assessment and take steps to improve fresh air flow in these areas.</p> <p>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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	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	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated.	within a single room and supplemented by an outdoor air supply. Where mechanical ventilation systems exist, you should ensure that they are maintained in accordance with the manufacturers' recommendations.			
7.3	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"/>
7.4	CO2 monitors have been provided to state-funded education settings, so staff can quickly identify where ventilation needs to be improved.	These have been distributed through school	<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 type="checkbox"/>		No <input checked="" 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		
	Distribute to staff	Corrine Penhale	4 March 2022		
	Display on website for parents to view	Kirsty Macnair	4 March 2022		

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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: 1 st March 2022 ~All staff and parents and Governors via email and website 1 st March 2022 - Trust			
<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.		