**A Risk Assessment for COVID-19 Testing in Schools (as at 25 February 2021)**

**Introduction**

Updates and changes to previous ISBA COVID-19 Risk Assessment templates are highlighted, for ease of reference, in:

* Yellow (18 Dec 20),
* Green (22 Dec 20),
* Turquoise (31 Dec 20),
* Grey (25 Jan 21) and
* Pink (24 Feb 21).

UK.Gov has pledged to keep schools open so as to provide “a full educational experience for children”. The core obligation to ensure “so far as is reasonably practicable the health, safety and welfare of staff, pupils and visitors” remains as does the obligation to risk assess and implement relevant control measures. From 8 March, all pupils should attend school.

Over the time this risk assessment has evolved the threat posed by the virus has grown as it has mutated.  Schools are asked to be aware of the effects of the mutation when considering their controls and if need be, they should look to modify existing controls to make certain that they are offering as safe a working environment as can be achieved in their current local circumstances.

This updated Risk Assessment aims to set out the hazards associated with testing **asymptomatic** (producing or showing no symptoms) staff and pupils in all schools and colleges.

**COVID testing for staff and pupils from 8 March 2021**

* Primary Schools:
  + Staff in primary schools carry out lateral flow tests at home twice a week.
  + There is no testing for primary age pupils at present.
* Secondary Schools revised arrangements:
* Secondary age pupils to test 3 times on site when they return to school (3 – 5 days apart).
* Thereafter, secondary age pupils test twice a week using home testing kits from15 March.
* Staff to test twice a week with home testing kits from the time they return to school.

The additions to this risk assessment now include a self-test section and are mainly taken from:

* Schools and Colleges [Handbook](https://www.isc.co.uk/media/7166/schools_colleges_testing-handbook_version-33.pdf)
* NHS Test and Trace document – Appendix C ([Template for Risk Assessment](https://drive.google.com/file/d/1O5sixJcMPrHjNSt9zHFUb4Xg3E8A9GlT/view))
* [How to guide](https://drive.google.com/drive/folders/1X4fLxy6_ppmpmKrv3hT2M6cduAN_GS54) – Rapid Testing of primary and nursery workforce updated 20 January 21.
* Your [step-by-step guide](https://drive.google.com/drive/folders/1X4fLxy6_ppmpmKrv3hT2M6cduAN_GS54) for COVID-19 self-testing – as at 15 Jan 21 (V1.3.2)
* DfE Annex A: [Health and Safety Risk Assessment](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/annex-a-health-and-safety-risk-assessment) (updated 22 Feb 21)

**Advice and Guidance**

ISBA aims to continue to provide up to the minute advice and guidance to the independent school’s community through the bursar and their staff. There is no monopoly on good ideas and practice. Key is generating confidence across the school community and having all the resources to ensure the safety of all. Therefore do please email any comments and suggestions to [office@theisba.org.uk](mailto:office@theisba.org.uk) so as to support others and develop best practice. The feedback we have received has been hugely useful.

This document identifies likely hazards but leaves the school to decide which risks are applicable, scored and mitigated according to their own settings. An example HSE format is:

| What are the hazards? | Who might be harmed and how? | What are you already doing to control the risks? | What further action do you need to control risks? | Who needs to carry out the action? | When is the action needed by? | Done |
| --- | --- | --- | --- | --- | --- | --- |

Further information is available from <https://www.hse.gov.uk/simple-health-safety/risk/risk-assessment-template-and-examples.htm>

This revised COVID-19 risk assessment provides advice and guidance in identifying, assessing and describing methods of controlling hazards. It aims to prompt the thought and decision-making processes but with the normal caveat: that it is only as good as for the minute it is published. Risk assessments (and there will be many for different age groups, activities, buildings etc) must be dynamic and be updated whenever advice, circumstances, or any of the assessed risk factors have changed. The resulting measures should be available on school websites. Further reference documents are available in ISBA’s bulletins.

All employers are required by law to protect their employees, and others, from harm. Under the Management of Health and Safety at Work Regulations 1999, the minimum employers must do is:

* Identify what could cause injury or illness in the organisation (hazards).
* Decide how likely it is that someone could be harmed and how seriously (the risk).
* Take action to eliminate the hazard, or if this isn’t possible, control the risk.

**Running the School - Assessing the Risk**

Assessing COVID-19 is particularly awkward as the outcome of the risk assessment for one group within a school will have an impact on another: teaching staff, support staff, visitors and contractors (if these groups are allowed access) and pupils of varying age groups and class size.

There is a legal requirement for schools to revisit and update their risk assessments, building on their current control measures, practices, UK.Gov “refreshed guidance” and the system of controls. Some risk assessments may require daily revision and should include but not be limited to:

1. Updating Safeguarding policy and procedures and ensuring staff and pupils feel safe.
2. Is government advice being regularly accessed, assessed, recorded and applied?
3. Are changes regularly communicated to staff, their unions, pupils, parents and governors?
4. Are changes and the testing training, process and details reviewed by governors?
5. Are changes and the testing training, process and details shared with insurers?
6. Is it understood that the Secretary of State has a statutory power to order schools remain open?
7. Is there active engagement with the local Health Protection Team (HPT).
8. Is the advice of HPT sought and implemented?
9. Are there sufficient systems and staff in place to support training, self-testing, the Asymptomatic Testing Site (ATS) and contact tracers?
10. Do staff, parents (and pupils) understand and follow NHS Test and Trace procedures?
11. Are testing activities sufficient to provide reassurance including feedback and Q&A?
12. Are those that are self-testing (at home and in school) trained and competent to do so?
13. Are those working in the Asymptomatic Testing Site (ATS) trained and competent to do so?
14. Is it understood which staff and pupils may be unable to self-swab?
15. Are those unable to self-swab given additional support and reasonable adjustments?
16. Are there measures in place to reduce anxiety over testing and coping with a positive result?
17. Is DfE advice to keep groups separate (in “bubbles”) being implemented?
18. Is each group’s health analysed and risk assessed to consider switching to remote learning?
19. Are there contingency plans for self-isolation of individuals, multiple pupils and / or staff?
20. Is contact minimised and distance maximised between all those in school, wherever possible?
21. IS there proper consideration of ways to improve ventilation?
22. Are the definitions of “close contact” and the trigger for a pupil/staff to self-isolate understood?
23. Are appropriate Social Distancing (SD) and other hygiene rules regularly communicated, understood, applied and checked?
24. Has the cleaning regime been enhanced, regularly re-assessed and, if necessary revised?
25. Are high-risk areas being regularly monitored (including boarding areas) for hygiene?
26. Are contract providers suspended or unable to attend school?
27. Is access to school controlled effectively and are visitor (if allowed) details recorded?
28. Are there sufficient supplies of hygiene materials and are they well placed?
29. Are contingency plans in place for operational changes such as re-closing, loss of catering or teaching staff, local tier lockdown?
30. Are all the hazards identified properly mitigated and regularly re-assessed?

In addition to the above, the following will need to be considered for pupils, parents and staff:

1. Are face coverings being worn, stored and disposed of appropriately according to age and circumstances?
2. Dependent on risk assessments staff (and pupils) may be equipped with PPE for certain activities including Testing. PPE may include:
   1. Face coverings.
   2. Gloves.
   3. Eye protection.
   4. Aprons.
   5. Shields (for lecterns, desk separators, staff desks, reception, servery).
   6. Sanitisers (gel and tissues).
3. Enhanced cleaning arrangements to:
   1. Toilets, door handles, knobs, locks, entry devices, taps, plugs, switches, handrails and regularly used hard surfaces.
   2. Shared teaching equipment: keyboards, pens, remotes, copiers, printers
   3. Musical instruments, balls, bats, bails, batons etc
   4. Kettles, biscuits tins, milk containers, Aprons, towels (if used) cloths, mops etc
   5. Note: remove where possible soft toys, spare furniture and items that are hard to clean.
   6. Testing site / area including process for spillages and waste disposal.
   7. Consider limiting the amount of time cleaners spend on specific tasks.
4. Consideration of how to reduce contact and maximise distancing between those in school, wherever possible, and minimise potential for contamination by:
   1. Using outdoor space.
   2. Altering classroom layout with desks facing the front.
   3. Staggering timetables for drop-off, assemblies, breaks, lunch, playtime, pick-up times.
   4. Consistent groups (bubbles) of pupils that do not mix unless absolutely necessary.
   5. SD in spaces such as halls and dining areas and groups are staggered through spaces.
   6. Recording groups and bubbles compositions in case pupils need to self-isolate.
   7. Separate testing areas.
   8. Improve ventilation
   9. Place markers on the floor to indicate appropriate SD.
   10. Physical screens and splash barriers.
   11. Implement “drop zones” for passing materials between people.
5. Medical.
   1. Are ill staff and pupils or those tested positive in the last 10 days staying at home?
   2. Pre-existing medical conditions are fully declared?
   3. Have all vulnerable pupils, parents and staff been identified and recorded?
   4. Are extremely clinically vulnerable and clinically vulnerable able to return to school?
   5. Are those that have tested positive for COVID-19 recorded? (for elimination purposes)
   6. Who has come into contact with anyone tested positive to COVID-19?
   7. Who has travelled where (and when): other than home and school?
   8. Have those who have been abroad self-isolated / quarantined for 10 days: if required?
6. Have all adhered to the external socialising rules set by the school for shopping, parties, day trips, games, play, activities and travel (other than home to school and return)?
7. Are plans for school events including plays, parent and teacher meetings re-assessed?

**Test and Trace (T&T) process**

1. Have explanatory T&T letters / emails be sent to parents / pupils, staff and governors?
2. Has the school a “COVID-19 Testing Privacy statement” and is it fully communicated to staff, parents, pupils and governors?
3. Has T&T data been recorded securely, and consideration been given to deletion after 14 days?
4. Do those that have had “close contact” with someone tested positive for COVID-19 know they must self-isolate.
5. Have all those tested completed an age-appropriate consent statement (under / over 16)?
6. Are test instruction posters, booklets, FAQ and briefings readily available and apparent?
7. Is the test supervised by trained staff?
8. Do those self-testing have the testing kits, instructions and advice to ensure the proper testing procedures, result records and information to take the appropriate actions depending on result.
9. Are those pupils and staff unable to self-swab given additional help and support?
10. Is the testing area controlled to limit access to testers, those being tested and supervisors?
11. Is the process maintaining social distancing where possible, good hand and respiratory hygiene and keeping occupied spaces well ventilated?
12. Is the social distancing advice between testing staff and those being tested including distances between desks, chairs etc being observed or supervised?
13. Are the key layout requirements including staff (see grid below) met?
14. Are those staff assisting with taking the swab wearing appropriated PPE?
15. Has the process of swabbing followed the guidance and training?
16. Is the tested sample handled safely throughout the process and disposed of correctly?
17. Is the process for informing parents / pupils / staff understood and implemented?
18. Is the process of barcoding, recording and communicating test results accurate and supervised?
19. Is there adequate supervision / checking to ensure equipment handled correctly and not shared?
20. Is the process of lost LFD, failed scans or damaged barcodes understood?
21. Whilst the extraction solution with lab test kit does not have a hazard label (there are no manufacture anticipated hazards) are they appropriately handled, stored and disposed?
22. Does the training reflect hazards identified with testing and are these communicated to testing and cleaning staff?
23. If a test is positive are those waiting for a Polymerase Chain Reaction (PCR) test self-isolating?

Working / Schooling at Home

1. Are those working / schooling at home:
   1. provided sufficient information and training to work safely?
   2. Advised on suitable furniture and equipment?
   3. Able to take regular breaks, stretching exercises, avoiding eye fatigue etc?
   4. Completed a Display Screen Equipment (DSE) assessment?
   5. Kept in regular contact with the school and there is sufficient regard to their well-being?
   6. Advised on stress and mental health?
   7. Have an emergency point of contact and know how to gain help if needed?

Lateral Flow Devise (LFD) Testing ([See LFD Testing Risk Log Template](https://docs.google.com/document/d/1lkBiLIzbt70nhM8QXg0Vy7OcW2zHyrop/edit))

1. Are LFD Kits:
   1. Supplied and distributed to school in time?
   2. Stored between 2 – 300C?
   3. Management and tracked?
   4. Distributed safely?
2. Are:
   1. Positive results reported?
   2. All results properly reported and recorded by the individual and the school?
   3. Incidents reported to help school identify emerging issues and these are reported to DfE / DHSC?
   4. The incident protocols and feedback loop understood and implemented?

A grid, to record the hazards, control measures and outcomes, is at Annex A.

**System of Controls**

DfE/PHE has a set of actions schools must take. They are grouped into ‘prevention’ and ‘response to any infection’ and build on the hierarchy of protective measures. When implemented with a “revised risk assessment, these measures create an inherently safer environment for pupil and staff where the risk of transmission of infection is substantially reduced”.

Schools should:

* ensure that all staff understand the system of controls and how they are applied in the setting - time should be taken for staff to review the actions in the system of controls and ask questions;
* ensure that parents and carers are aware of the system of controls, how this impacts them and their responsibilities.
* follow the [system of controls](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963541/Schools_coronavirus_operational_guidance.pdf) to reduce risks and create an inherently safer environment.

**Prevention**

**You must always:**

1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.

2) Ensure face coverings are used in recommended circumstances.

3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.

4) Ensure good respiratory hygiene for everyone by promoting the ‘catch it, bin it, kill it’ approach.

5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.

6) Consider how to minimise contact across the site and maintain social distancing wherever possible.

7) Keep occupied spaces well ventilated.

**In specific circumstances:**

8) Ensure individuals wear appropriate personal protective equipment (PPE) where necessary.

9) Promote and engage in asymptomatic testing, where available.

**Response to any infection**

**You must always:**

10) Promote and engage with the NHS Test and Trace process.

11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the

school community.

12) Contain any outbreak by following local health protection team advice.

**DfE Guidance on Closures**

Schools are expected to comply with their usual H&S duties as employers and within the context of current DfE Guidance. Despite the limited resources available to schools, they will risk criticism by the DfE if they close a year group or an entire site without exhausting supply options to make up for staff absences due to the pandemic.

Given the above, schools will in general be more resilient to H&S based claims from staff and pupils if they follow DfE advice: but they should challenge the specific advice of the local health protection team and/or local or central government if it does not rationally address the particular H&S situation in their school and document the outcome carefully. Ultimately a decision to close the school is for the headteacher to make (having obtained the agreement of governors or trustees): but any decision to close the school if this is not supported by advice from the relevant health protection team should be considered carefully and legal advice may be needed.

**Conclusion**

Many different stakeholders of varying ages and health will bring a multiple of shifting risks that must be considered on a daily basis for the safety of pupils, staff, parents, visitors and contractors (if allowed). The leadership team will need to analyse and co-ordinate identified measures. Generating confidence in governors, staff, parents and pupils is paramount to the process of re-opening.

Ultimately, it is the school and its governing body that carry the responsibility for ensuring, so far as is reasonably practicable, the health and wellbeing of their staff, pupils, and others on site, including visitors and contractors. Therefore, decisions may have to be made that cannot appease everyone (and if that is the case the reasons for any divergence ought to be recorded).

One last note of caution: do keep your insurance company or brokers up to date with your plans. Your risk assessments will be a critical part of this decision-making process and may be sought as evidence of the school’s approach to risk.

**Annex A to**

**ISBA COVID-19**

**Risk Assessment**

**Overall Risk Assessment in the COVID-19 Environment**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Hazard** | | **Control measures** | **Outcome** | | **Remarks /**  **Re-assessment** | | |
|  | | Safeguarding policy and procedures not updated and / or staff and pupils not feeling safe. | | A special annex was added to the safeguarding policy to reflect remote learning and was shared with all staff. A further annex was added to reflect a partial return to school and shared with all staff. DSL and DDSL constantly reviewing safeguarding policy to reflect changing circumstances, and safeguarding governor always available for further advice. All updates uploaded to website and ISI. Safeguarding Policy updated to reflect March ’21 return to school. | Robust safeguarding procedures in place. | |  | | |
|  | | Government advice not being regularly accessed, assessed, recorded and applied. | | HM and Bursar reading all government advice + digests from IAPS, BSA, ISC and ISBA. HM also reading bulletins from NAHT | There is good knowledge within the School regarding government advice. | |  | | |
|  | | Staff and parents do not know or understand the ‘system of controls’ (see explanation above) and how they are applied. | | Parents are fully informed about controls of prevention and response by letters from the Headmaster. Staff are fully informed through staff meeting briefings and emails from the Headmaster | Both staff and parents are aware of the system of controls | |  | | |
|  | | Changes not regularly communicated to staff, their unions, pupils, parents and governors | | Changes are regularly communicated to staff, pupils, parents and governors | HM continues to keep staff, pupils, parents and governors well informed of all changes either by email, letters, or in meetings. Communication to all parties is strong. | |  | | |
|  | | Changes to assessments, procedures and other important matters not reviewed by Governors | | HM and Bursar keep Chairman of Governors informed of changes to procedures and all important matters. Chairman of Governors keeps other governors informed. Chairman sent Risk Assessment to all governors for March ‘21 return to school. DSL keeps Governor i/c safeguarding informed of changes. | Governors are well informed of procedures and other important matters, and officially sanction the opening of the school. | |  | | |
|  | | Insurers and / or brokers not updated with school’s amended plans | | Bursar has received confirmation from insurers on 19th May 2020 that insurance cover will remain in place as long as the School follows government guidelines and prepares appropriate risk assessments. | The School’s insurance policies are valid for re-opening of the School as the School has followed Government guidelines closely. | |  | | |
|  | | Not appreciating that Secretary of State has a statutory power to order schools to remain open. | | The School appreciates the powers of the Secretary of State and follows Government guidelines in any event. | There is good appreciation of the Secretary of State’s powers. | |  | | |
|  | | Insufficient liaison with local authority and health protection team over testing and actions. | | The School Nurse is fully aware of her duties to contact the HP team, and the Headmaster and Second Master are also aware in the event of positive cases. | There is sufficient liaison between the School and the local HP team. | |  | | |
|  | | Active engagement with NHS Test and Trace not implemented and the procedures not understood by all staff and parents. | | The School has actively engaged with Test and Trace including all negative and positive results in school testing Staff and parents are both made aware of the procedures through letters and emails. | There is active engagement from the School. | |  | | |
|  | | Insufficient systems and staff to support training, testing and contact tracers. | | The School complies fully with the Test and Trace training keeping clear records and considering this to be a priority. | The School systems are robust in this regard. | |  | | |
|  | | Staff, parents (and pupils) do not understand and follow NHS Test and Trace procedures. | | All groups have been fully informed of the Test and Trace procedures by the School and have followed them. The School Nurse takes the lead in this regard. | The Test and Trace procedures are both followed and understood. | |  | | |
|  | | Testing Training modules and assessment not completed and recorded for specific roles | | All staff involved in testing receive the required training and records of this training are kept by RD | Training and recording is robust | |  | | |
|  | | Training and testing activities insufficient to provide reassurance including feedback and Q&A? | | The staff are able to ask questions at any time, as are parents. A robust flow of information from the School does minimise the number of questions asked. | The training is sufficient to provide reassurance. | |  | | |
|  | | DfE advice to keep groups separate (in “bubbles”) not being fully implemented where appropriate. | | The School always follows DfE advice regarding bubbles, with any exceptions being recorded and risk-assessed in this document. | The DfE advice is fully implemented where appropriate. | |  | | |
|  | | Those working in the Asymptomatic Testing Site (ATS) not trained and competent to do so? | | All staff working in the ATS site are trained using the government training and are competent to do so. | Staff are robustly trained | |  | | |
|  | | Are those that are self-testing (at home and in school) trained and competent to do so? | | All have been provided with all the Government documentation to assist them, as well as advice from the School Nurse should they have difficulties, | Staff are trained and competent and have support if needs be. | |  | | |
|  | | Is it understood which pupils are unlikely to be able to self-swab? | | The School Nurse advises on any pupil who is unlikely to be able to self-swab and knows that those aged 11 must have the swab taken for them. | There is a good understanding | |  | | |
|  | | Are those unable to self-swab given additional support and reasonable adjustments? | | The School Nurse or Deputy Head of Boarding provides additional support in such cases. The number of pupils involved in testing is relatively small and the knowledge of pupils therefore good. | Additional support is provided. | |  | | |
|  | | Each group’s (“Bubble’) health not properly analysed and risk assessed to consider switching to remote learning. | | Each Bubble is assessed individually and independently in the case of a positive case including discussions with the local HP team. | The Bubbles are properly analysed. | |  | | |
|  | | The definitions of “close contact” and the trigger for a pupil/staff to self-isolate not understood. | | There is widespread knowledge about the definition of a ‘close contact’ amongst adults and parents are informed of the definition where appropriate if a positive case emerges. The School, in conjunction with the HP team, identifies close contacts and the need to self- isolate is compulsory. | The definition of close contact is understood. | |  | | |
|  | | Record of names of pupils / staff in their groups / bubbles, locations visited, seating arrangements (via App / spreadsheet etc) not updated on a regular basis. | | These are updated upon any change of seating etc. From March 2021, each boys will complete a Contact Passport to aid identification which is updated as appropriate. | Updates are maintained and Contact Passport provides a clear line of communication. | |  | | |
|  | | Insufficient information to identify close contacts of symptomatic individuals and support contract tracing. | | Good records are kept of seating plans but these are enhanced by the production of close contact passport as above. | The information the School holds is sufficient. | |  | | |
|  | | No contingency plans for self-isolation of individuals, groups, multiple pupils and or staff. | | There are clear plans as to what happens regarding self-isolation after a positive case included in both this risk assessment and the Coronavirus Policy. | Contingency plans are in place. | |  | | |
|  | | Insufficient preparation (letters, Whatsapp etc) to communicate with parents, carers, staff and pupils in case of infection and groups needing to self-isolate. | | A number of templates exist in this regard and use is made of the telephone too with regards to self-isolation to humanise the experience. | Sufficient documentation is prepared. | |  | | |
|  | | Insufficient consideration to minimising contact and maximising distance between all those in school where ever possible. | | The School is following government guidelines in placing the boys in year group bubbles for the majority of their time at school. They are educated regarding SD within those bubbles, and contact between bubbles is minimised through all the measures contained in this RA. | Our whole return to school policy is based on reducing contact and maximises distance between those in school wherever possible, and considerable consideration has been given to issue. | |  | | |
|  | | Social Distancing (SD), hygiene and ventilation rules not sufficiently robust, understood, communicated, applied or checked. | | All these issues are both understood and regularly reviewed by all senior staff including the Headmaster and Bursar. | These rules are well understood and applied. | |  | | |
|  | | No consideration of place markers on the floor to indicate appropriate SD, physical screens, splash barriers or “drop zones” for passing materials between people. | | The ATS site is in the Sports Hall which is large enough for clear and distinct areas to be set up. | Separation of areas has been properly considered. | |  | | |
|  | | SD rules and safety precautions for activities (play, games, drama, music) not understood or adhered to? | | The rules are made clear for each activity and are adhered to with each member of staff responsible for his own activity. | These rules and safety precautions are understood and implemented. | |  | | |
|  | | Unsuitable enhanced cleaning regime, not regularly re-assessed or revised for high-risk areas such as toilets, door handles, keypads, switches, hand rails and frequently used hard surfaces. | | The cleaning regime has been re-evaluated to take into account the new circumstances. All appropriate measures are implemented on a daily basis. Cleaning staff have been unfurloughed in order to provide first-class cleaning regime upon whole school return. | The cleaning regime is both sufficient and suitable. | |  | | |
|  | | High-risk areas not being regularly monitored (including boarding areas) for hygiene. | | All high risk areas are regularly cleaned and monitored especially toilet facilities and boarding. | There is good monitoring of high risk areas. | |  | | |
|  | | Contract providers and services suspended or unable to attend school. | | All key contractors and service providers will continue to be allowed access to the School for the health and safety of all concerned. | It is not anticipated that any key services will be suspended. | |  | | |
|  | | Access to school not controlled effectively and visitor (if allowed) details not recorded. | | All visitors have to sign in as per our usual systems and are recorded. | Access and recording systems are robust | |  | | |
|  | | Insufficient supplies of hygiene materials and not readily available, suitably stored or located. | | There are sufficient supplies of hygiene materials and more in stock. DG monitors on a daily basis. Masks provided for minibus travel if boys do not have their own, and we have plenty in stock. DfE provided supplies in March 2021 | There are sufficient supplies of hygiene materials, and in the most relevant places. | |  | | |
|  | | Inadequate contingency plans for changes to school operation: local or national lockdown, re-closing, loss of catering or teachers? | | All government updates monitored closely and plans put in place accordingly when appropriate to do so. Rapid information whether with staff or parents is possible through email and/or Teams. | The School has established procedures for rapid information sharing, and continues to plan based on up to date government advice. | |  | | |
|  | | Insufficient contingency plans in case of medical need for self-isolation of individuals, multiple pupils, staff or local outbreaks? | | Clear plans in place including the use of sick-bay exclusively for the isolation of suspected Covid sufferers. | Clear procedures and plans are in place. | |  | | |
|  | | Risk assessments and protective measures for holiday clubs, after-school clubs and other out-of-school clubs not regularly updated. | | N/A | N/A | |  | | |
|  | | Are all Risk Assessments regularly reviewed and updated based on feedback and lessons identified from all those in school including pupils and support staff, visitors and contractors. | | Yes – by the Headmaster and Bursar | The RAs are regularly reviewed and updated. | |  | | |
|  | | All hazards identified properly mitigated and regularly re-assessed? | | The school is using the ISBA risk assessment document and reviewing it on a regular basis in response to both changing circumstances and experience. Updates from ISBA are also being monitored regularly and added to the risk assessment when available. | The School continues to identify hazards properly and regularly in order to mitigate them. | |  | | |
|  | **Risk Assessment for COVID-19 Test and Trace Process** | | | | |  | |  |
|  | **Hazard** | | **Control Measures** | | | **Outcome** | | **Remarks /**  **Re-assessment** |
|  | Explanatory T&T letters / emails not sent to parents / pupils, staff and governors. | | Test and Trace letters were sent to all relevant staff ahead of first testing. | | | All staff aware of the reasons for testing and the procedure. | |  |
|  | No school “COVID-19 Testing Privacy statement”. | | The School adopted the Government recommended privacy statement. | | | School Privacy statement in place | |  |
|  | “COVID-19 Testing Privacy statement” not communicated to staff, parents, pupils and governors. | | The privacy notice was sent to all relevant staff ahead of first testing. | | | All staff aware of the privacy statement | |  |
|  | Separate school register not kept of those tested to inform next test date, ordering test kits etc. | | RD is keeping the relevant School Register based on the Government template | | | The correct School Register will be kept. | |  |
|  | Test data not recorded securely and kept until further guidance is given to delete the information. | | RD keeps all the School Data on a restricted access Drive. | | | The test data is secure until further guidance is given. | |  |
|  | 'Test kit log' and 'test results register/log' documents not kept separately for data protection purposes. | | RD is maintaining both the Test kit log document and the Test results register document as separate documents, and then storing on the restricted access drive. | | | Data protection requirements for these two documents will be adhered to. | |  |
|  | Repeated or similar issues (e.g. multiple repeat void tests, unclear results, leaking/damaged tubes etc.) not recorded  by the school and reported to DfE Helpline. | | All parties are informed of their obligation to report these ‘issues’ to the school – RD will keep a log of them and report to the DfE if appropriate to do so. | | | These issues will be recorded and reported to DfE. | |  |
|  | Those that have had “close contact” with someone tested positive for COVID-19 do not know they must self-isolate. | | Good records are kept of all who may be a close contact and therefore no such person would ever not know that they should be self-isolating – all part of being a small community. | | | All close contacts will know they have to self-isolate. | |  |
|  | Age-appropriate consent statement for testing (under / over 16) not properly competed. | | All consents will be obtained and testing for Under 16s may not take place unless properly completed. | | | Proper consents are in place. | |  |
|  | Test instruction posters, booklets, FAQ and briefings not readily available and apparent. | | All information including posters and leaflets are available at testing site in the Sports Hall | | | All information is in place. | |  |
|  | Testing Training modules and assessment not completed and recorded for specific roles. | | All staff involved in testing are trained in the government modules and these are recorded by RD. | | | There is good training and recording in place. | |  |
|  | Tests not supervised or conducted by trained staff. | | Tests only conducted by those staff trained to do so. All overseen by the School Nurse or Test Processor (SA). The two Team Leaders also oversee the testing. | | | Only trained staff conduct the tests. | |  |
|  | Testing area not sufficiently controlled to limit access to testers, those being tested and supervisors | | Sports Hall is locked prior to testing and is only opened once trained staff are in the Hall. Entrance and Exit from the Hall is controlled by a one way system, and the Hall may not be used for any other purpose during testing. | | | Access to the Testing Site is strictly controlled. | |  |
|  | Test process not maintaining social distancing where appropriate, good hand and respiratory hygiene or keeping occupied spaces well ventilated. | | The Sports Hall has enough space to enable very good SD and, with doors left open, excellent ventilation. All chairs laid out for participants before and after testing at a good distance apart for SD. High levels of hand hygiene resources are available. | | | Test site enables good SD and good hygiene. | |  |
|  | Social distancing advice between testing staff and those being tested including distances between desks, chairs etc not being observed and supervised. | | Team leaders monitor the layout of the site prior to testing and during testing. | | | Required SD is achieved and monitored. | |  |
|  | Staff assisting with taking and processing swabs not wearing appropriated PPE. | | Staff taking and processing swabs are in full PPE and, in addition, are wearing ‘scrubs’. | | | Staff are appropriately attired for testing. | |  |
|  | Process of swabbing not following training and / or updated guidance. | | Staff taking swabs are fully trained with extra advice provided by the School Nurse. Training is then followed with School Nurse or Test Processor (SA) overseeing procedures. | | | Staff follow training. | |  |
|  | Tested sample incorrectly handled safely during the process including disposal. | | Staff follow training guidance directly to avoid any incorrect handling. | | | Test samples are correctly handled. | |  |
|  | Process for informing parents / pupils / staff not understood and implemented. | | Tested staff are aware they are informed by text from NHS T&T if negative and directly by a member of staff if positive. | | | Staff aware of correct lines of information regarding results. | |  |
|  | The process of barcoding, recording and communicating test results is not accurate and supervised | | The procedures are correctly applied by trained staff and overseen by one of the Team Leaders. | | | This process is accurate. | |  |
|  | Inadequate supervision / checking to ensure equipment handled correctly and not shared. | | The School Nurse or Test Processor (SA) monitors the handling of equipment and the process is overseen by one of the Team Leaders. | | | Supervision/checking is more than adequate. | |  |
|  | Process of lost LFD, failed scans or damaged barcodes not understood or properly implemented. | | Staff are trained to handle any of these eventualities in the correct manner and a clear understanding is in place. Advice can always be sought from the School Nurse or Test Processor (SA) too. | | | Staff are fully aware of correct procedures to follow. | |  |
|  | Extraction solution with lab test kit (there are no manufacture anticipated hazards) are inappropriately handled, stored and disposed. | | Extraction solution is stored at the required temperature in between and during testing, and is kept in a locked cupboard between testing. It is then disposed of as per the training. | | | The extraction solution is correctly handled, stored, and disposed of. | |  |
|  | The training does not reflect hazards identified with testing and these are not communicated to testing and cleaning staff? | | The School Nurse communicates all potential hazards to relevant staff including cleaners. | | | All relevant staff have a clear understanding of hazards. | |  |
|  | Those tested positive not confirming the positive result with a Polymerase Chain Reaction (PCR) test and either failing to self-isolate pending the confirmation test or self-isolating unnecessarily after a confirmatory PCR test might have cleared them as having a false positive. | | In the event of a positive test, the School Nurse or Test Processor (SA) will communicate with the relevant person and offer an immediate PCR test. | | | All personnel will take a PCR test or need to self-isolate appropriately. | |  |
|  | Key layout requirements including staff (see next grid below) not being fully met. | | Layout requirements including staff in the Sports Hall follow training guidelines. | | | Layout requirements are met | |  |
|  | **Risk Assessment for COVID-19 Test Sites** | | | | |  | |  |
|  | **Hazard** | | **Control Measures** | | | **Outcome** | | **Remarks /**  **Re-assessment** |
|  | Insufficient staff available (depending on throughput: Team Leader, Test Assistant, Processor, Coordinator, Registration Assistant, Results Recorder, Cleaner) | | Sufficient staff are in place based on planning prior to testing | | | There are no issues regarding an insufficiency of staff. | |  |
|  | Training time and content inadequate (3 hrs with introduction video, on-line training and assessment plus rehearsal.) | | All training carried out as per guidance with appropriate time set aside. Certificates recorded and stored by Team Leader. | | | There is sufficient time for training. | |  |
|  | Consent forms are not available and properly completed? | | Consent forms are available for all Under 16s and are properly completed. | | | Consent form procedures are appropriate. | |  |
|  | Test site not kept separate from other activities (where space allows)? | | The test site is out of bounds from the moment it is set up to the moment it is broken down. | | | There are no clashes with other activities for the Test site. | |  |
|  | Test site flooring is not non-porous. | | The Sports Hall was chosen as a site due to its non-porous floor. | | | Test-site floor is fit for purpose. | |  |
|  | Test site is not well lit with a good airflow | | The lighting in the Sports Hall is more than adequate and airflow is provided by fire exit doors being left open during testing. | | | Site is ideal for lighting and airflow. | |  |
|  | Test site Registration, Swabbing, Recording and Processing Desks and waiting areas not on a one-way system. | | The test site has a clear one-way system as per training. | | | One-way system is in place. | |  |
|  | Test chair in the swabbing bay not a minimum of 2m apart. | | Test chairs are at least 2m apart. | | | Spacing of test chairs is fit for purpose. | |  |
|  | Each swabbing desk and associated processing desk not more than 1m away and Recording desk not located close by. | | Swabbing and processing desks are more than 1m away and Recording desk is nearby to ease communication. | | | Spacing of desks is fit for purpose. | |  |
|  | No clear division and demarcation between swabbing and processing area. | | There is clear division and distance between swabbing and processing area. | | | The division is fit for purpose. | |  |
|  | Non-authorised people and test subjects able to enter the processing area | | The personnel allowed into the Sports Hall are monitored by the Registration assistants. | | | No unauthorised personnel could access the site without being noticed and challenged. | |  |
|  | Inadequate evidence of quality assurance, guidance and supervision. | | Team Leaders monitor every mass testing session ensuring procedures are followed as per training. | | | There is adequate evidence of quality assurance, guidance, and supervision. | |  |
|  | Processing bays not properly cleaned, and waste (including clinical waste) is not properly disposed. | | All processing bays are cleaned both during and after testing as per the training advice including disposal. | | | Cleaning and waste disposal is as per training. | |  |
|  | Disorderly entry, processing, social distancing and exit movement. | | The Sports Hall allows space for very good order and for all procedures to be followed. | | | There are no disorderly procedures. | |  |
|  | Manual handling of testing kits, pallets, boxes, packages and waste not considered in terms of bulk, weight and access. | | All kits handled by those able and appropriate to do so and stored in a secure area. | | | Bulk and weight appropriately handled and storage area secure. | |  |
|  | Testing kits not stored at 2 - 30°C and tests not given in the appropriate ambient temperature of 15 - 30°C. | | Kits are stored between 2-30C and the Sports Hall is within the ambient range. | | | All relevant temperatures are adhered to. | |  |
|  | Inadequate provision of a quiet space to talk with the pupil mindful of the need for social distancing / PPE / wellbeing. | | The Sports Hall allows for discreet conversations to take place should it be necessary. | | | Adequate space is provided. | |  |

**Risk Assessment for COVID-19 Self-Testing**

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|  | **Hazard** | **Control Measures** | **Outcome** | **Remarks /**  **Re-assessment** |
|  | LFD kits not supplied and distributed in time or safely. | LFD kits delivered and distributed during week of 1st March 2021 | Secure systems are in place to both receive and distribute the kits |  |
|  | Test kit not stored at room temperature (20C – 300C) or in a cool dry place. | Test kits are stored in the Bursar’s office or a secure cupboard at the correct temperature and where cool and dry. The same applies prior to distribution from RD’s office. | The kits are stored in the correct environments. |  |
|  | LFD Testing kits not properly managed and tracked | RD is appointed as Covid Coordinator and as Registration Assistant, and both manages and tracks all kits. | Managing and tracking systems are robust. |  |
|  | Test kit not kept away from children until needed. | Test kits are not in areas used by children at any time. | There are no safety issues for children with the location of test kits. |  |
|  | Self-testing not conducted in accordance with guidelines and supervised where required. | Staff have been provided with full Government instructions regarding self-testing and support from the School Nurse if needed. | Self-testing is conducted in line with Government guidance. |  |
|  | Positive results not reported. | Staff have been informed by letter and email of their obligation to report results. RD also follows up any results not reported to the School. | The reporting of all results is secure. |  |
|  | All results not reported, collated and recorded by the individual and the school. | Staff have been informed by letter and email of their obligation to report results. RD also follows up any results not reported. RD records all results. | The reporting and recording of all results is secure. |  |
|  | Incidents not reported to school or reported to DfE / DHSC (to help identify emerging issues). | Staff have been informed by letter and email of their obligation to report incidents. RD records all incidents and reports to DfE as relevant. | Reporting and recording of incidents systems are secure. |  |
|  | Incident protocols and feedback loop not understood and / or implemented. | All staff understand the need to report incident through communications from the Head. RD aware of her responsibilities to the DfE. | All incidents protocols are secure and robust. |  |
|  | Where appropriate test and report on children under 12 not tested by confident adult. | The adults testing boys under 12 are trained and confident. | The systems for dealing with boys under 12 are robust. |  |
|  | Are those unable to self-swab given additional support and reasonable adjustments? | Staff support those who have difficulty self-swabbing and advice is given by the School Nurse and/or the Deputy Head of Boarding. | Additional support and reasonable adjustments are given to such personnel. |  |
|  | Are there measures in place to reduce anxiety over testing and coping with a positive result? | A positive result will always be communicated directly by a phone call or face to face by the School Nurse or Deputy Head of Boarding. Appropriate support can then be given. | Good systems in place to appreciate the sensitivity of communicating a positive result. |  |
|  | Clinical incident which has potential to harm not reported to <https://coronavirusyellowcard.mhra.gov.uk> and school. | All staff and RD aware of the need to report clinical incident, as are the School Nurse and Deputy Head of Boarding. Info in letter from Head on 28/02/21 | Awareness of need to report a clinical incident is good. |  |
|  | Clinical incident which has led to harm and requires immediate medical care not reported to 111 or 999 and then to school. | All staff aware of the need to report a clinical incident that requires immediate medical care to 111 or 999. Info in letter from Head on 28/02/21 | Awareness of need to report a clinical leading to harm is good. |  |
|  | Non-clinical incidents occurring at home (something damaged, or missing or difficult to use in the kit, unable to log result etc) not reported to 119. | All staff aware of the need to report non-clinical incidents to 119. Info in letter from Head on 280221 | Awareness of need to report a non-clinical incident is good. |  |
|  | Do not eat or drink for at least 30 minutes before doing the test to reduce the risk of spoiling the test. | Staff all aware of the need not to eat or drink before the test through the provision of all the Government guidance and materials. | Awareness of need not to eat or drink for 30 minutes before test is good. |  |
|  | Video on how to take the swab test: [www.gov.uk/covid19-self-test-help](http://www.gov.uk/covid19-self-test-help) not referred to before testing. | All staff were supplied with the video link in both an email and a letter from the Head. | Staff well-versed in the video. |  |
|  | Surface and hands not cleaned before test or after test (if more than one test). | All staff aware of the need for cleanliness after being supplied with Government guidance by the School. | Awareness of the need for cleanliness is strong. |  |
|  | Test kit not checked for damage or expiry date. | All staff aware of the need to check for damage and the expiry date is recorded by RD when distributing. | Awareness of the need to check the test kits is good. |  |
|  | Testing process not followed correctly for self / child including rubbing fabric tip of swab 4 x over both tonsils (or where they would have been) and then 10 complete circles of one nostril. | All staff aware of the correct procedures for carrying out the test after being supplied with Government guidance by the School | Awareness of the correct procedures is good. |  |
|  | Processing of the swab not completed in-line with guidance including transferring the sample into the liquid and the liquid then on to the well on the test strip. | All staff aware of the correct procedures for carrying out the processing of the swab after being supplied with Government guidance by the School | Awareness of the correct procedures for processing the swab is good. |  |
|  | Not waiting 30 minutes, recording the result correctly with NHS and then taking the appropriate action if positive. | All staff aware of the need to wait for 30 minutes after being supplied with Government guidance by the School | Awareness of the need to wait for 30 minutes is good. |  |
|  | Soft, fabric tip of swab and fabric strip touches hands. | All staff aware of care needed regarding the fabric tip after being supplied with Government guidance by the School | Awareness of the need for care with the fabric tip is good. |  |
|  | Fabric tip of swab touches tongue, teeth, cheeks, gums, or any other surfaces. | All staff aware of care needed regarding the fabric tip after being supplied with Government guidance by the School | Awareness of the need for care with the fabric tip is good. |  |
|  | Test kit not properly disposed of in waste bag provided and placed in general household waste. | All staff aware of the need to dispose of the test kit carefully after being supplied with Government guidance by the School | Awareness of the need to dispose of the test kit as per guidance is good. |  |
|  | Test on children under 12 continued despite child feeling pain. | Testing staff aware that a test should not be carried out on a child under 12 who is feeling pain. | Awareness by the testing staff regarding children under 12 is strong. |  |
|  | Test kit and each item in the test kit used more than once.  (Do not re-use items. Each person’s result must be reported). | All staff aware of the need to only use a test kit once after being supplied with Government guidance by the School | Awareness of the need to only use a test kit once is good. |  |
|  | Problems with hands or vision. (May need someone  to assist with the swabbing and testing process). | Staff aware that they should talk to the School Nurse if problems with hands of vision, and support will be given. | Awareness regarding anyone encountering difficulties is good and support is robust. |  |
|  | No alternative measure if nose piercing (swab the other nostril or if both nostrils pierced remove one piercing before swabbing.) | N/A | N/A |  |
|  | Nosebleed within the last 24 hours (swab other nostril or wait 24 hours). | Staff aware of the need to delay if necessary following a nose bleed after being supplied with Government guidance by the School | Awareness of need to delay after a nose bleed is strong. |  |
|  | Unable to take a throat swab. (then swab both nostrils) | Staff aware of the option just to swab nostrils if a throat swab can’t be taken after being supplied with Government guidance by the School | Awareness of option just to take a nostrils swab is strong. |  |

**Pupils, Parent and Staff Risk Assessment in the COVID-19 Environment**

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|  | **Hazard** | **Control Measures** | **Outcome** | **Remarks /**  **Re-assessment** |
|  | Communication channels not working and not reviewed. (Email, text, facebook etc). | CST constantly monitor computer systems. They have personnel on site throughout term time, but can operate remotely if necessary. | Communication to parents on wider issues by HM by email and text if necessary. All staff communicating with pupils who are off-site through Teams and email. All are working. Twitter also being used to communicate. |  |
|  | Staff, parents and pupils returning to school not provided or updated with full induction process or aware of changes and potential hazards. | All constituencies are made aware of changes and procedures by email or briefings from the School. | There is good awareness of procedures. |  |
|  | Lack of a robust feedback and reply system to ensure best practice and two-way communications for pupils, parents, staff and governors | 24 hour reply expectation imposed on staff regarding parent emails.  HM and Bursar communicate by phone and email to Chairman of Governors. Chairman communicates by email to other governors. Governors’ meetings discuss and review coronavirus developments and can be held remotely. | As above either through Teams or email. All staff communicating directly with parents and pupils. |  |
|  | No Governor and / or SLT member for school / department responsible for COVID-19 matters. Governor / SLT members’ contact details not known and not on call. | HM and Bursar are responsible for response on site. Chairman of Governors with ultimate responsibility off-site. | Contact details for HM, Bursar, and Deputy Head all known to staff. HM available 24 hours a day in term time. Chairman’s details known to HM and Bursar and he is always ‘on call’ |  |
|  | No school representative identified to liaise with local authorities and local health protection team. | The School Nurse is the member of staff to liaise with the local HPT team. | Member of staff is clearly identified. |  |
|  | Local authorities and health protection teams not engaged prior to re-opening (and the benefit of their services in case of infection). | The School Nurse contacted the local HPT team to establish contact prior to the start of term. | Good communication is in place with local HPT. |  |
|  | No plan to inform local health protection team if two or more confirmed cases within 10 days or there is an overall rise in sickness absence. | The School will be following government guidance and an obligation to contact the HPT team in these circumstances is contained in the School Coronavirus Policy. | Plans are in place within the School Coronavirus Policy. |  |
|  | No system to communicate with staff who are unable or have not returned to school for fear of infection. | Is being done through Teams and email. HM communicates with staff, and all parents receive the same information whether their son has returned to school or not. | Secure communication system in place. |  |
|  | Lack of mechanism for parents of pupils with significant risk factors to discuss concerns and provide reassurance of the measures put in place to reduce the risk in school. | Parents all written to by HM in the week before return to school inviting any parent with concerns to discuss them with the School Nurse, with flexibility to put in place measures to cater to individual needs. | The mechanism exists for parents to discuss their individual concerns. |  |
|  | No staff, pupil and / or parent health declaration implemented or recorded. | HM wrote to all parents and staff regarding health information specific to Covid in the week before return to school. Normal health information is already held by the School. HM already aware of some staff issues and staff already consulted. | Parents and staff will have the opportunity to declare any health issues. |  |
|  | Lack of knowledge of where pupils / staff have travelled from (other than home and school) on holiday or at weekends. | Letter to parents requesting information if they have travelled from abroad was sent before return to school. Staff requested by HM to self-report travel from overseas in staff meeting before return to school. | Knowledge based on self-reporting |  |
|  | Insufficient information on where pupils, staff and visitors have been located in school including the make-up of bubbles and activity groups. | Good records are kept of seating plans etc, but the addition of a pupil close contact passport will enhance these records further. | There is sufficient information regarding close contacts. |  |
|  | Staff, parents and pupils not self-isolating after holiday and work visits to non-government agreed countries. | Staff and parents have been asked by HM in a letter to declare any country they have been in during the 14 days before return to school regardless of whether the country is on the travel corridor list or not. | All staff and pupils are self-isolating if required to by govenrment quarantine rules. |  |
|  | Lack of robust rules for hygiene standards for staff and pupils – and failure to adequately enforce standards | Hygiene rules as per government advice. Adhered to by pupils and staff (Pupils informed by Form Teachers or tutors on arrival) Constant monitoring and reminders by Form Teachers and Matrons. New rules regarding face coverings for boys, staff, and parents communicated by HM for second lockdown, and continue while the School is in Tier 2, and then again for ‘return to school’ in March, especially for Year 7 and 8 boys. | Good standards of hygiene observed by both staff and pupils. |  |
|  | Class and activity rooms not properly and regularly ventilated with fresh air. | All staff are aware of the need to ventilate rooms with fresh air. | All rooms are properly ventilated. |  |
|  | Staff not trained or regularly updated in COVID-19 symptoms, SD and how these rules apply to teaching? | All staff aware of Covid symptoms and rules of SD. School Nurse briefed staff at the start of Michaelmas Term. Constant reminders from HM including letter before March 21 return to school. | Awareness levels among staff are high. |  |
|  | At drop-off and pick-up parents not complying with SD policy outside gates and entrances. | Parents informed they may not cross in front of ‘the wall’, nor enter school buildings unless by appointment. They have been told they should observe SD and wear masks in the car park. | High standard of SD maintained for parents. |  |
|  | Staff and parents not cleaning frequently touched surfaces of bike, car, pram etc before and after journeys to school. | All minibuses are cleaned on a daily basis. Parents expected to use common sense with regard to their own cars. Greater emphasis is placed on personal hygiene through hand washing etc. | Bike and pram not relevant. Cars not an issue provided rigorous personal hygiene regimes are in place. |  |
|  | Insufficient or no guidance on safe travel to and from school (e.g. encouraging walking, cycling, minimise car sharing) or protocols at school gates etc. | Clear guidance is given about protocols at the school gates – walking and cycling is inappropriate given the School’s location. | Sufficient guidance is given with regard to travel to and arrival at school. |  |
|  | Transit spaces (corridors), social zones (car parks, common rooms, playgrounds) do not support SD. Walk on the left protocol? | Corridors configured with SD tape on floor. Main corridor to dining room is one way into the dining room. The junior corridor is now a one way loop. Exit into the Bursars’ garden. Entry and exit from the sports hall is a one way loop. Middle stairs may only be used by Year 7. Spiral stairs may only be used by Year 5&6 boarders, and those going to surgery. Corridor by middle stairs is a ‘stand aside’ corridor with priority given to tose exiting onto the fields. The music school corridor is a one way loop for entry and exit to the music school. Science and Sports Hall stairs must be walked up and down on the left hand side. Each year group eats separate sides of the dining room. Each year group is assigned separate play areas at breaktime. 3 breaktimes now to accommodate this. For the second lockdown, boys in Year 7 and 8 must wear face coverings in corridors and communal areas where social distancing cannot easily be maintained during the second lockdown. The same rules apply while the School is in Tier 2. These include the corridor to the dining room, the junior corridor, the corridor by 5B, the music school corridor, and the lobby areas of the Science block. | Common areas are compliant with SD rules |  |
|  | Learning and recreational spaces not de-conflicted or configured to SD rules for different groups or bubbles. | Recreational as above. Boys sit at same seats each day whether in own classroom or in a specialist teaching classroom. Boys sit adjacent to each other rather than face to face. | Learning and recreational spaces are configured to SD rules. |  |
|  | Little consideration of different age groups in timetabling, length of the school day and exposure to other age groups. | School planning is based on keeping boys in year groups in so far as it is possible and thus minimising contact between year groups. | All pupils in a safe environment |  |
|  | Insufficient consideration and alternatives to using public transport including staggering school start and finish times. | N/A as public transport not used | N/A |  |
|  | No system in place to deal with bereavements, trauma, anxiety, stress, behavioural and sleep issues. | Normal pastoral channels including staff, the School Nurse and the School Counsellor are all available – access to Daisy’s Dream also available. | Normal strong systems are in place. |  |
|  | Strategy to keep children safe online not re-assessed and insufficient consideration of supervising access to the internet, checking apps, websites and search results etc | On-going monitoring takes place when pupils are in school, and guidance is given regarding internet safety when at home through our Remote Education Programme. | The strategy is firmly in place and is subject to regular review. |  |

**Pupil and Staff - Safety Risk Assessment in the COVID-19 Environment**

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|  | **Hazard** | **Control Measures** | **Outcome** | **Remarks /**  **Re-assessment** |
|  | Lack of review, update or sharing of safeguarding, code or practice, and staff handbook policies. | A special annex was added to the safeguarding policy to reflect remote learning and was shared with all staff. A further annex was added to reflect a partial return to school and shared with all staff. Safeguarding policy has been reviewed and amended again before the start of Michaelmas term and for March 21 return to school. DSL and DDSL constantly reviewing safeguarding policy to reflect changing circumstances, and safeguarding governor always available for further advice. All updates uploaded to website and ISI. | Robust safeguarding procedures in place. |  |
|  | Inset does / did not reflect required training for COVID-19 related procedures, safeguarding, H&S, well-being etc | HM and School Nurse to spoke to all staff in meetings on 5th September on all Covid related issues including opportunities for staff to air their concerns. | Inset covered all Covid related procedures. On-going communication also high to change practice in the light of experience. |  |
|  | Staff have insufficient instruction and training on identifying and supporting vulnerable pupils, parents and other staff. | Staff are well-trained to support vulnerable pupils and do so even when the students are remote learning at home. | There is sufficient instruction in this regard. |  |
|  | System of controls (see explanation above) not understood and / or properly implemented. | All systems of control are well understood through emails and briefings from the Headmaster. | Systems of control are both understood and implemented. |  |
|  | DSL and ADSL not easily contacted and their contact information not known to all. | Both DSL and DDSL operate on site. DSL lives on site. Both contactable by mobile including out of hours. HM as back up at any time too. | Availability of contact with DSL and DDSL is strong. |  |
|  | No COVID-19 specific policy that includes medical responses, SD, teaching, socialising, feeding, hydration, well-being etc. | Coronavirus Policy covers all relevant areas and is shared on the school website, and directly with all parents and staff. This policy is updated at regular intervals with a more significant update for the second lockdown, and move into Tier 2, third lockdown, and March 21 return to school. | Clear guidance is available for operating the school after opening |  |
|  | Revised fire drills, registers, routes and assembly points not rehearsed (to ensure where safe to include SD) | Two fire drills took place on first day back in Sept 2020 for day boys and boarders. Astroturf to be used as the assembly point. SD to be taken into account in placement around the astro. Fire Drills will take place early on in March 21 return to school. | Drill and routes are already well-known to pupils but were reinforced at the start of the Michaelmas term and March return to school. |  |
|  | Needs of each age group and class not considered discretely in terms of support, activities and facilities. | Each year group and class within it are considered separately in terms of need, and indeed, the pupils within each class – part of our small school culture. | These are all considered discreetly. |  |
|  | Staff moving between classes and year groups not maintaining distance from pupils and other staff (ideally 2 m between adults) | Staff aware of obligation to maintain SD guidelines and one way systems and priority systems for stairwells about the school introduced to assist. As above in 6 for the second lockdown and while the School is in Tier 2, third lockdown, and March 21 return to school. | Staff will be able to maintain SD guidelines when moving about the school. |  |
|  | Staff and pupils (where applicable) not wearing face coverings when and where appropriate. | Staff and pupils all wear face covering in the designated areas and many wear them beyond those areas. | Face coverings are worn at least in line with DfE guidance. |  |
|  | Supply, peripatetic and/or other temporary staff moving between schools not minimising contact, maintaining as much distance as possible from other staff or observing hygiene rules. | Peripatetic staff were informed by relevant Heads of Department prior to the start of Michaelmas term of the extra need on their part to maintain SD guidelines. | Peripatetic staff will be able to maintain SD guidelines. |  |
|  | Roles conducive to home working and therefore helping to reduce infection (e.g. some administrative roles) not identified. | Some remote working has been taking place since the start of the pandemic. This will be continued as far as possible. When at school, administrative staff are in separate offices and therefore need not come into contact with boys and teachers. Our computer systems allow home working, and there is already a clear understanding as to the extent that work can be performed at home | It has already been identified the extent to which home working can take place with computer systems facilitating this. When at school, administrative staff can isolate themselves from boys and teachers |  |
|  | The “ideal” of adults maintaining 2m distance from each other, and from pupils not realised or insufficient mitigating measures. | Staff aware of obligation to maintain the ideal of 2m distance in briefings from HM and School Nurse at the start of Michaelmas term and March 21 return to school. A strong culture of responsible SD has been built. | SD rules will be followed and a strong culture has been built through education of both staff and pupils. |  |
|  | Contact between groups or bubbles is not minimised or distance between individuals maintained and properly supervised. | Systems contained in this RA designed to minimise contact between bubbles, but a strong culture of maintaining this must be built by the pupils. HM and School Nurse led briefings to pupils about this in their year groups at the start of the Michaelmas term. Form teachers and tutors carried this out for March 21 return to school. | Contact between bubbles will be minimised. |  |
|  | Distinct and consistent groups or ‘bubbles’ not maintained or separated and so, in the event of a positive case, difficult to identify those who may need to self-isolate. | The constitution of bubbles will be clearly and consistently maintained and recorded to aid identification should a case occur. Form seating plans also to be maintained within bubbles. | Identification of those who need to self-isolate in the event of a case will be possible. |  |
|  | Insufficient controls measures and safety precautions for larger groups with greater risk of infection. | Year group bubbles will be maintained (sizes from 10 boys to 38 boys). Records of set seats in classrooms is maintained. Dining room seating is on a diagonal basis to avoid direct face to face eating, and reduced numbers of tables to assist with SD. All boys eat in year groups with the only exception being the junior boarding bubble. Staggered entry times to all meals are used. | Good control measures are in place. |  |
|  | Large gatherings such as assemblies or collective worship with more than one group not avoided. | These large gatherings are avoided. HM Assembly is being live-streamed to classrooms on Saturday mornings. | No such gatherings will take place. |  |
|  | Insufficient controls for those pupils allowed to mix into wider groups for specialist teaching, wraparound care and transport. | Controls in place such as set seats on minibuses or visors/face masks to be worn in one to one tuition. First Choir (involving Year 7&8 boys) to sit either side of the altar and observe both SD rules and special rules for singing. Records to be kept of any group outside year group bubbles. | Groups outside of year group bubbles to be minimised but they are necessary. Records of these groups are vital for track and trace. |  |
|  | Younger pupils not supported in understanding the importance of maintaining distance, not touching staff and their peers - where possible. | HM and School Nurse led briefings to all pupils at the start of Michaelmas term, and on-going education and support to be provided by their form teachers. Repetition of rules and supervision of good practice is very important. HM regularly reminds the whole school of the importance of sanitising and SD. Form teachers reminded boys at the start of March 21 return to school and on an on-going basis. | Younger pupils will be well-supported in these concepts. |  |
|  | No specific help and preparation for the changes to routine for pupils with SEND (whether education, health and care plans or on SEN support). | Head of Learning Support is supporting all boys with SEND – a special awareness is also in place more widely regarding certain pupils. | Each pupil’s needs have been considered on an individual basis. |  |
|  | Where a pupil attends more than one setting on a part-time basis (e.g. dual registered) the system of controls not considered collaboratively to address identified risks. | N/A | N/A |  |
|  | Classrooms do not have side-by-side seating or forward facing desks to reduce risks. | All classrooms have been reconfigured to have side-by-side seating and forward facing desks. Computer terminals in computer rooms are side-by-side and extra clearing measures are in place between use by each pupil. | Classroom have been configured appropriately to reduce risks. |  |
|  | ITT trainees not sufficiently briefed, hosted and integrated in their support to school. | N/A as no ITT trainees in the school | N/A |  |
|  | Volunteers not checked, left unsupervised, allowed to work in regulated activity or supported. | Volunteers are subject to all the normal checks and briefed by the relevant member of staff responsible for them regarding Covid relevant policies in school. | Volunteers are well supported. |  |
|  | Recruitment process and pre-appointment checks not following legal requirements. | All normal pre-appointment checks are being carried out and our recruitment process remains unchanged. | Robust checks and recruitment processes remain in place. |  |
|  | New staff and pupil registration and induction processes not adapted or compliant. | Induction processes for staff and pupils are taking place as normal including any additional Covid related measures being communicated to them. | Induction processes for staff and pupils are robust. |  |
|  | Support staff and TAs in regulated activity do not have the appropriate checks. | All checks will continue to be carried out as normal | Robust checking procedures are in place. |  |
|  | SCR not updated with DBS related issues and required documents not properly verified or recorded. | SCR continues to be reviewed by HM, Bursar, and DSL. The Head of HR was unfurloughed at the end of the Summer term in part to take back management of the SCR and has operated as normal from 01/09/20 in good time to ensure the SCR was in good order for the start of the Michaelmas term. She was furloughed again after one week of the Lent term having reviewed the SCR during the first week of term. She was unfurloughed several days before the March 21 return to school and monitored the SCR ahead of the boys’ return. | SCR and all required documentation continue to be carefully monitored. |  |
|  | Plans to separate work, learning, meetings, activities and play outside not fully considered | There are no plans to work outside but play areas and games fields will be allocated to minimise contact between year groups | Contact between year groups is minimised outside. |  |
|  | External coaches, clubs and organisations for curricular activities not risk assessed, or systems of control measures implemented. | External coaches will need to take a lateral flow test before commendcng activities. They also fully understand the protocols in place at the school. | External coaches are subject to the same controls as all school staff. |  |
|  | Opportunities for non contact sport, adventure play, Forest School, gardening etc not regulated or considered | We will be following ISFA advice regarding playing football in the Michaelmas term which follows NGB and Government advice on competitive football. Cricket and other summer sports for the March 21 return to school follow the same procedure with accompanying risk assessments. | All opportunities for these matters are following government and NGB guidelines so are well regulated. |  |
|  | Physical education, sport and physical activities not following the measures in their system of controls. | Governement and NGB guidelines are being followed for all sport. Off-site activities may resume after the second lockdown while the School is in Tier 2. No competitive fixtures for March 21 return to school. | All sport will follow government prescribed controls. |  |
|  | Indoor sports and activity areas not sufficiently well and regularly ventilated with fresh air. | All indoor sports areas are ventilated by the staff in charge of them. | These areas are well-ventilated. |  |
|  | Sporting, play and SD rules unclear to staff, pupils, parents and visitors. | All sporting, play and SD rules clearly communicated to staff, and pupils. Communicated to parents through letters. Competitive fixtures against other schools were suspended for the second lockdown and remained so for the third lockdown, and March 21 return to school. | All relevant parties made aware of new rules. |  |
|  | Pupils not kept in consistent groups, maximising distance between pupils or paying scrupulous attention to cleaning and hygiene during sports activities. | Boys to play sport in their year groups (so Year 7 now separate from Year 8 for football), and education to be provided to them regarding SD, cleaning and hygiene. A robust culture of adhering to the guidelines will be built. Thursday activity groups have been individually risk-assessed, and re-assessed for the second lockdown, and for the School being in Tier 2. | Pupils will be in consistent groups for football. |  |
|  | Sports equipment not sufficiently cleaned between each use by different individual groups. | New systems are in place for cleaning equipment. | Robust systems are in place. |  |
|  | Risk assessment for play, drama and dance activities not re-assessed, applied or checked. | We will be following ISFA advice regarding playing football in the Michaelmas term as above. Each department writes its own risk assessment following the ISBA format. Separate risk assessment written for play performances to reduce size of audience (only families of cast members invited) and maintain SD including only two year groups being allowed in the Hall for each performance. Risk assessments have been written for the Summer sports for March 21 return to school. | Robust risk assessments are in place |  |
|  | Added risk of infection where there is singing, chanting, playing wind or brass instruments not reviewed. | Music department are following all government rules regarding singing. RP has briefed wind and brass teachers on extra measures necessary with their pupils including use of the ‘long’ practice room to enable easy SD. | Added risk of infection in these areas has been minimised. |  |
|  | Shared staff spaces are not set up or used to allow staff to distance from each other. | Social side of staff room is in the Entrance Hall allowing ample space to SD. Old social side now to become a working area with extra desks provided for staff. | Staff spaces now allow for SD |  |
|  | Staff meetings and staff rooms unregulated in terms of space, equipment, resources (copiers, kettles, biscuits tins etc) timings, SD and purpose. | Staff social area now in the main Entrance Hall to comply with SD rules. Coffee facilities also in Entrance Hall rather than pantry. No staff to work at adjacent computers in staff room. All staff meetings are now in the dining room. | Robust procedures in place to comply with SD rules |  |
|  | Staff not having sufficient down time / rest during the working day / week? | Staff have a day off a week as well as a number of free periods during the week. | Staff have sufficient down time. |  |
|  | Staff schedules do not build in the need to avoid increases in unnecessary and unmanageable workload burdens. | To be reviewed on an on-going basis but it is not anticipated that staff workload will increase considerably. | Reviews will be on-going in the light of experience and changes made if necessary. |  |
|  | Staff unable to manage the provision of both in school and remote learning. | Staff were given notice in July that this would be needed this term and are supported by the IT Directors as they implement their programmes. | Staff are able to manage the provision of both in school and remote learning with ease. |  |
|  | Security, CCTV and access systems not regularly checked, updated and (where necessary) re-coded. | Regular checks of CCTV and security systems continue to be carried out by the Bursar. | Security of the school remains a priority and is robust. |  |
|  | Parent, Pupil, Staff, Contractor, Visitor drop-off and pick-up procedures, in and out routes not shared, understood or applied. | New drop-off and pick-up routines in place and clearly communicated to parents. Parents to remain outside of school buildings unless by a booked appointment. Visitors and contractors to report to the School Office in the normal way. Prospective parent visits may continue on site while the School is in Tier 2. Formal parent meetings during second lockdown to be held by Zoom/Skype/Teams, but one to one meetings with parents may resume while the School is in Tier 2 by prior appointment. Year 8 parent teacher meeting in March 2021 to take place via School Cloud online. | All new rules clearly communicated, and drop-off and pick-up to be monitored by a member of staff, and reviewed on an on-going basis in the light of experience. |  |
|  | Appropriate safety measures not in place for wraparound childcare for both indoor and outdoor provision. | N/A | N/A |  |
|  | Transit spaces (corridors), social zones (common rooms / playgrounds) not configured to separate different groups. | Corridors configured with SD tape on floor. Main corridor to dining room is one way into the dining room. Exit is into the Bursars’ garden or by the Fire Exit. Each year group eats in separate sides of the dining room. (except for Year 2 and 4 who will eat on one side together but separately) Each year group is assigned separate play areas at breaktime. Boys to go to classrooms if a particularly we breaktime. Common rooms in year groups anyway. Certain corridors and transit spaces designated as where staff and Year 7 and 8 pupils should wear masks during the second lockdown and while the School is in Tier 2. Year 7 and 8 to wear masks in classrooms for March return to school. | Common areas now compliant with SD rules and minimising contact between year groups. |  |
|  | Classrooms don’t reflect recommended layout, PPE, screening, enhanced cleaning rules and timings. | Classrooms all configured with desks forward facing. Boys to sit only adjacent to one another and not facing each other. Boys to remain in set seats for each lessons with seating plan recorded for future reference. Staff to teach from the front of the classroom. Cleaning of classrooms and computer equipment takes place each morning with enhanced regime. PPE only required if a pupil is taken ill and supplies are on site. Staff to wipe down their ‘hot desk’ at the end of each lesson before another member of staff enters. Boys to sanitise themselves upon entry and exit of any classroom that is not their form room. | Classrooms do reflect SD layout and cleaning regimes have been adjusted to reflect extra need for hygiene. |  |
|  | Hand washing not part of school culture or routine e.g. no regular breaks for hand washing during the school day. | Boys are given guidance regarding regular handwashing. They are given time to do so before lessons, before and after breaks, before and after meals, and before and after sport. Hand sanitisers are provided at all relevant points around the school including in all classrooms used. | Robust handwashing procedures are in place supervised by all staff. |  |
|  | Insufficient hygiene stations at entrances, exits, toilets, classrooms, play areas, common rooms, staff areas etc | Hand sanitisers are provided at all relevant points around the school including in all classrooms. | Robust handwashing procedures are in place supervised by staff in charge of bubbles. |  |
|  | Hygiene stations (including bins) not stocked, checked, emptied and cleaned regularly. | DG and cleaning team check hygiene stations on a daily basis as well as overall stock levels which are currently high. | Robust checking procedures are in place. |  |
|  | Unnecessary and unused items not removed from classrooms and other learning environments. | All unnecessary chairs and other items have been removed from classrooms. | Classrooms only have necessary items left in them. |  |
|  | Soft toys, furnishings, spare furniture and items that are hard to clean not removed and stored securely. | Few rooms have soft furnishing/soft toys but where they do and are unnecessary, they have been removed. All other unnecessary items have been removed and stored. | Classrooms only have necessary items left in them. |  |
|  | Individual and frequently used equipment, such as pencils and pens not shared by staff or pupils (who use their own). | Byos to bring in their own equipment and sharing not allowed. All equipment in Art, DT, PE, ICT to be wiped down between use by different year groups or will be set aside for 48 hours per government guidance. | Robust procedures in place regarding the sharing of equipment |  |
|  | Classroom based resources, such as books and games and all frequently touched surfaces, which are used and shared within a group or bubble not regularly cleaned. | Sharing of resources are minimised. If resources are to be touched, boys must sanitise before and after using them. Frequently touched surfaces to be cleaned regularly by cleaning team. | Robust procedures are in place regarding the use of resources. |  |
|  | Management of resources shared between classes or bubbles not cleaned frequently and meticulously or rotated to be left unused and out of reach for a period of 48 hours (72 hours for plastics). | All equipment in Art, DT, PE, ICT to be wiped down between use by different year groups or will be set aside for 48 hours pre government guidance. | Individual RAs have been written in all departments to reflect government guidelines. |  |
|  | Regulating the use and cleaning of locker, changing rooms, toilets and showers not managed and supervised. | The use of changing rooms is staggered and different bubbles are assigned different toilet areas. Changing is supervised by staff. | These are well managed and supervised. |  |
|  | Pupils not limiting the amount of equipment brought into school daily to essentials such as bags, lunch boxes, hats, coats, books, stationery and mobile phones. | Boys have been discouraged from bringing unnecessary equipment into school by HM in letter before the start of term, and then reinforced by form teachers and tutors. Boys not allowed to share personal sports equipment. Games room lockers to be configured with Year 8 on one side and Year 7 on the other. | Pupils’ equipment is limited. |  |
|  | Pupils and staff taking necessary books and other shared resources home not sufficiently managed. | With prep taking place at school, pupils should not be taking work and resources home. If staff take books home they must sanitise before and after touching books from different year groups in the same manner as they must do if marking books at school. | Good and widely understood procedures in place for the staff management of books. |  |
|  | Outdoor playground equipment should be more frequently cleaned or left fallow. | Adventure playground to be used by different year groups on different days, and monkey bars and fireman’s pole to be part of daily cleaning regime by the cleaning team. | There is very limited equipement of this nature but cleaning measures are in place where necessary. |  |
|  | Assemblies, break times, meals, drop-off and collection times not sufficiently well staggered. | Whole school assemblies and whole school chapel will not be taking place for the forseeable future. Year group chapel will take place when singing rules allow and will then be subject to SD rules. Year group assemblies to be subject to SD rules. T&B will be provided for different year groups both at different times and in different locations. Day Boy drop off times will not be staggered as there is no necessity to do so (bar the first day of term when it was staggered – as were new boys arrivals on that day). Day boy pick up times will be staggered on different days for different year groups. | Staggering underpins much of this RA where it is necessary to do so. |  |
|  | Non-overnight educational visits not organised in line with protective measures (keeping children within consistent groups) and COVID-19 measures in place at destination. | No educational visits to take place during the Michaelmas and Lent Term. | Further review for the start of the Summer Term |  |
|  | Meal times not de-conflicted or possible to achieve SD in the servery and dining areas whilst still providing sufficient nourishment. | Lunches have moved to three sittings per day. Three separate areas are provided for in the dining room to enable up to three year groups to eat in there at the same time while maintaining SD rules. For most meals, only two year groups are in the dining room at the same time and then on separate sides of the dining room. Our long lunch break enables each sitting still to be of sufficient length. Entry into the dining room is staggered. Two lunch sittings takes place on Saturday for Years 5/6 and 7/8. No parents are allowed into Saturday lunch. | Meals are provided without in any way diminishing the nourishment on offer while still maintaining SD rules. |  |
|  | Catering staff rota not configured to avoid all catering staff having to self-isolate in case of infection and kitchen closing. | The catering staff are never all on duty at the same time and the Catering company can provide back-up cover is necessary. | Catering will still be well-covered even in the event of a positive case. |  |
|  | Organisation of breakfast and after school club not revised in to small, consistent groups and maintaining year groups or bubbles. | Those joining for breakfast join the junior boarders ‘bubble’ in a separate area of the dining room. Evening Activities will not be available to day boys unless they are a Year 5/6 flexi boarder. No day boy may join breakfast unless he has flexi-boarded the night before. | The risks associated with providing breakfast and evening activities are fully understood and accounted for. |  |
|  | Pupil and staff mental health and wellbeing not considered with individual needs not identified or supported. | The welfare of pupils is being constantly monitored by staff and information shared in daily whole staff briefing meetings. Staff welfare monitored at school by HM and Deputy with a large number of staff teaching on site. All pupils were assessed using AS tracking in June 2020 (an extra assessment compared to normal) with action plans being provided for tutors for priority pupils. They will be assessed again during the course of the Michaelmas term. AS tracking assessment took place in week commencing 2nd November. All staff and pupils will be carefully monitored on the March 21 return to school by HM and Form Teachers/Tutors respectively. | Robust staff and pupil welfare procedures are in place. |  |
|  | Insufficient pastoral and extra-curricular support for pupils to rebuild friendships and social engagement. | All staff aware of this issue and form teachers and tutors are being particularly vigilant to offer support where needed. | Support for these pupils is excellent |  |
|  | Insufficient support to address and equip pupils to respond to COVID-19 related issues. | All staff aware of this issue and form teachers and tutors are being particularly vigilant to offer support where needed. | Support for these pupils is excellent |  |
|  | Re-scheduling of activities not operating efficiently or safely due to SD rules and timings | SD rules is taken into account in the scheduling of all activities. | Activities only take place where SD rules can be effectively applied. |  |
|  | Plans, briefing and statistics for ISI / Ofsted visit not updated. | HM to update ISI as normal at the start of the year | Updates are carried out |  |
|  | Roles suitable to home working, such as administration, not considered to help reduce risks of infection in school. | Where suitable, home working can take place and individual’s personal and medical circumstances are considered when assessing this. | Risks are minimised where appropriate to do so. |  |
|  | Those working / schooling at home not provided sufficient information and training to work safely. | Those working from home receive the same information as those working at school. | Sufficient information is provided. |  |
|  | Those working / schooling at home not advised on suitable furniture and equipment. | Those schooling at home have been advised at working at comfortable height. | Sufficient information is provided. |  |
|  | Those working / schooling at home not completed a Display Screen Equipment (DSE) assessment. | Not yet completed |  |  |
|  | Those working / schooling at home not able to take regular breaks, stretching exercises, avoiding eye fatigue etc. | Boys who continue to learn remotely continue to receive advice about taking screen breaks and exercise. Adults are expected to follow the same guidelines. | Regular breaks are provided for. |  |
|  | Those working / schooling at home not kept in regular contact with the school and insufficient regard to their well-being. | Those working from home receive the same information as those working at school, and regular contact is maintained through daily briefings which they must attend. If there are any concerns for their well-being, senior staff contact them. Boys who are remote learning attend tutorials in the normal manner and any concerns are fed back to the pastoral team. | Good contact is maintained with those working or schooling at home. |  |
|  | Those working / schooling at home not advised on stress and mental health. | Specific advice is not given unless a concern is raised in which case suitable advice and support is provided either by the Head, his wife, senior staff, the School Counsellor or the School Nurse. | Good advice is available and is given when appropriate. |  |
|  | Those working /schooling at home do not have an emergency point of contact or know how to gain help if needed. | All staff know they can contact the Head at any time during term time. Those schooling at home know they can contacts tutors, form teachers or the Head at any time during the term. | Good lines of communication exist if help is needed. |  |

**Medical Risk Assessment in the COVID-19 Environment**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Hazard** | | | **Control Measures** | **Outcome** | **Remarks /**  **Re-assessment** |
|  | Sickness management rules and the “don’t come to work if you are ill” not understood or observed. | | | Sickness management rules and the “don’t come to work if you are ill” not understood or observed. | Rules were reiterated to staff by HM by email and in person at Covid briefings prior to return to school for Michaelmas Term and in March 2021 Rules are widely known and respected. |  |
|  | Staff and pupils who are ill or tested positive in the last 10 days do not know or are unwilling to stay at home. | | | Parents and staff members were communicated with via Parent mail and the school website to ensure that they are aware of the government’s recommendation to self isolate as per PHE ‘Stay at Home Guidance’. | Anyone with symptoms or a positive result will be isolated from the school community to prevent the spread of Covid 19.  Any member of staff or child who is unwell will not be in school. |  |
|  | The procedure for isolating or sending staff and pupils home for  10 days and arranging a COVID-19 test is not understood (if anyone becomes unwell in school). | | | Anyone with symptoms of covid 19 is being advised to engage in the government’s track and trace swab testing programme. All staff are aware of the need to arrange a test either by accessing online or by contacting 119 and communicating with parents should a child need to be sent home with possible symptoms – all to be done by the School Nurse or senior House Parent on duty. | Positive cases of Covid 19 are identified as soon as possible and communicated to PHT. |  |
|  | Given (Serial 1 & 2) above household or group members do not understand that they must self-isolate for 10 days. | | | Clear advice is given to those who must self-isolate for 10 days either by the School Nurse or the Head or Second Master. | Clear communication is given so that all relevant parties have a clear understanding. |  |
|  | No isolation room and separate bathroom available, inadequate signs (from reception?) for those waiting collection and no access to PPE for those attending to unwell staff and pupils. | | | Sickbay and its adjoining bathroom are available for exclusively for isolating possible cases of covid. Staff and pupils are aware of its location so sign posting is not necessary. PPE is available from dispensers in sickbay. | The School has good isolation facilities. |  |
|  | Procedure is not clear for those Staff who have helped someone with symptoms and pupils who have been in “close contact”. | | | The School Nurse advises all personnel who have been in close contact with a pupil or other person with symptoms. | The procedure is clear. |  |
|  | Staff not aware of meaning of “close contact” i.e.:   * Direct close contacts: face-to-face contact with an infected individual for any length of time, within 1 m, including being coughed on, talking face to face, or unprotected physical contact (skin-to-skin). * Proximity contacts: extended close contact (within 1 to 2 m for more than 15 minutes) with infected individual. * Sitting in a small vehicle (car) with an infected person. | | | Staff were made aware of this at the Covid briefings on 5/9 by the School Nurse. The School Nurse is in school on a daily basis and can remind staff at any time, or be available to deal with queries from staff. | Staff knowledge of this is good. |  |
|  | Procedures for reporting COVID-19 instances to external authorities not known or applied. | | | The School Nurse, the HM, and the Second Master are all fully aware of their obligations to inform external authorities in the event of positive cases. | The procedures for reporting are well-known. |  |
|  | Procedure for washing hands thoroughly for 20 seconds with soap and running water or using hand sanitiser after any contact with someone who is unwell is not understood or applied. | | | All staff members are aware of hand washing recommendations after contact with someone who is unwell. This was reiterated to staff at the Covid briefings on 5/9 by the School Nurse. | Staff knowledge of this is good. |  |
|  | Procedure for cleaning, with normal household bleach, the area around a person with symptoms after they have left (to reduce the risk of infection) is not understood or applied. | | | Normal household bleech will be available for staff to clean areas which may have been contaminted as per government guidance. Staff were made aware of this at the Covid briefings on 5/9 by the School Nurse. | Staff knowledge of this is good |  |
|  | Science of risk not understood e.g. less severe symptoms in adults, younger children less likely to become unwell. Consistent groups help. | | | Government advice read by HM and School Nurse. This was reiterated to staff in Covid briefings on 5/9 by the School Nurse, with opportunities for discussion to take place. Further updates will be provided as scientific knowledge improves. | Staff confident in looking after boys and having them in the school. |  |
|  | Although a useful confidence measure routine temperature testing is not a reliable method to identify COVID-19 (PHE advice refers). | | | Blanket temperature testing is not taking place apart from on the boys boarding the London buses. | May result in early identification of a child with a raised temperature who may later go on to develop further symp[toms which may be caused by covid 19. London boys do not have to wait for a potentially long period of time at school if they have a raised temperature at the start of the day. |  |
|  | Insufficient medical staff to deal with temperature testing (if used), isolating and monitoring suspect COVID-19 cases, outside appointments and normal medical issues. | | | School Nurse to work her normal working hours. Senior House Parent and many other assistant House Parents are well qualified by experience. New Assistant House Parent (experienced mother) has been employed from September. | There are a sufficient number of staff to look after the boys both in terms of number and experience. |  |
|  | No or insufficient training for those operating temperature testing or other precautions that require new equipment. Training not recorded for future reference. | | | New temperature equipment has been purchased. School Nurse has trained SA and drivers in its use. Training to be recorded in medical records. | Sufficient training is provided by a medical professional. |  |
|  | Medical staff have insufficient or unsuitable PPE, cleaning materials and training for tasks. | | | The School Nurse is well-equipped the suitable materials and is well-trained as she is currently also working in the NHS. Drivers have more than adequate stocks of masks for pupils on the minibuses. | The medical staff have good training and good materials, and stocks are well-maintained. |  |
|  | Temperature testing undertaken using unsafe methods, not reflecting SD rules, not recorded or kept appropriately. | | | New non-touch thermometers purchased to take temperatures. All ‘high’ temperatures to be passed onto the School Nurse and recorded. | Good systems in place for taking of temperatures and recording. |  |
|  | No separate area for temperature testing, holding and isolation of pupils/staff. Areas not easily identified or regularly cleaned? | | | We have both surgery and sick bay if needed, and thus regularly cleaned. Another dorm has been designated a sick-bay and can be used for isolating a potential Covid boy too if necessary. | The School has separate areas for these purposes. |  |
|  | Insufficient registration, induction, supervision (and temperature checking) of contractors working on site. | | | Contractors are registered and are subject to SD rules under supervision. They do not have their temperature checked. | The SD rules and the supervision of contractors ensures a safe working environment for all. |  |
|  | Young children not supervised using hand sanitiser (risk of ingestion). (Note: Skin friendly cleaning wipes is an alternative). | | | Hand sanitiser use is monitored by teachers. Boys are old enough to use the sanitisers sensibly to negate the risk of ingestion. | The risk of harmful ingestion is minimal. |  |
|  | Young children and those with complex needs not supported in understanding importance of hygiene rules. | | | Boys who have SEND are given repeated instructions to reinforce the importance of the hygiene rules. | Young children and those with SEND are well-supported. |  |
|  | Lack of information on how to react to coughing and sneezing using tissues (and their disposal), crock of arm and immediately cleaning hands with soap and water or hand sanitiser. | | | Advice promoting the need to deal with coughs and sneezes hygienically is posted around school, and reiterated to boys by staff. School Nurse reiterated this to in Covid briefings on 5/9 to staff and HM spoke to all boys about this on the first day of term. | Information and understanding on this issue is good. |  |
|  | Hygiene rules not effective. “catch it, bin it, kill it” not re-publicised or applied. | | | Re-publicising of hygiene rules took place at the start of Michaelmas term to each year group as they come in. All staff were provided with a comprehensive guide by Simone Alder, as approved by the School Nurse. HM reiterated this issue at his start of Michaelmas term briefings to all boys. Bins with tops on them purchased. Restated again to boys in March 21 return to school by form teachers or tutors. | Boys have immediate and heightened awareness. |  |
|  | Pupils not aware of behaviours which may increase the risk of droplet transmission (such as biting, licking, kissing or spitting). | | | All boys briefed by the HM at the start of the Michaelmas term of the significance of such behaviours. | All boys aware of these behaviours. |  |
|  | Insufficient staff supervising and supporting normal medical staff particularly in their liaison with GPs, LA(?) etc. | | | School Nurse follows normal reporting lines and has direct access to School Doctor. | School Nurse well supported who in turn can support supervising staff. |  |
|  | Visits of or to GPs / nurses / dentists and local surgeries changed and not known by staff and or pupils. | | | The School Nurse would communicate directly with staff and parents in the unlikely event that such a visit is arranged. On line consultations can be arranged which parents could attend remotely. | The School Nurse will ensure all relevant parties have full knowledge. |  |
|  | Staff are not aware those with COVID-19 symptoms should not go to a GP surgery, pharmacy, urgent care centre or hospital. | | | Staff were informed that they should not take a child with possible covid 19 symptoms to be seen by a health care professional at a hospital or clinic. | Staff awareness is good on this issue. |  |
|  | No procedure considered if a mobile testing unit is dispatched to test others in school. (Testing will focus on the person’s class, followed by their year group, then the whole school if necessary. | | | If a mobile testing unit is despatched, a suitable area of the school will be identified to facilitate the testing of pupils as appropriate. | A procedure will be in place should a mobile testing unit be dispatched. |  |
|  | Testing equipment (such a Samba 2) not operated by trained staff or not compliant with CQC and GDPR rules. | | | Only trained staff operate such equipment. | All rules are adhered to for the use of such equipment. |  |
|  | Insufficient or no procedure for summoning emergency services, lack of safe RV and cleared routes in and out. | | | The School has well-established procedures for summoning emergency services. Routes are clear with the School on a main road. Emergency services are also close at hand. | The School has sufficient procedures for summoning emergency services. |  |
|  | No early liaison with local health protection teams and LA who provide advice (and may recommend large groups self-isolate or school closure) | | | Links with health protection teams were established by the School Nurse before the start of term as required via online channels or 119. | Good links have been established |  |
|  | Insufficient First Aid trained personnel (ratio) for pupils in school and on activities and sport. | | | There are more than enough first-aid trained staff on site at any one time. | There are a sufficiency of staff. |  |
|  | Actions for using first aid on those with no COVID-19 symptoms unclear and not briefed. | | | All staff trained in first-aid know how to act with regard to non-Covid symptoms. | The correct actions are clear. |  |
|  | Not compliant with requirements for EYFS and PFA certification. | | | N/A | N/A |  |
|  | Medical policy, procedures and appropriate response to spectrum of medical issues not revised or shared? | | | All medical policies are regularly reviewed and then shared by the School Nurse, most recently in February 2021. | Policies are regularly reviewed and shared. |  |
|  | | Pregnant women are in the ‘clinically vulnerable’ category and not following the relevant guidance. | | The School Nurse and HM are aware that pregnancy means a person is clinically vulenerable. | Awareness on this issue is good. |  |
|  | Lack of School decision or policy for level of PPE required for staff or pupils. | | | The School Coronavirus policy is clear about when PPE is required and large stocks exist in the School. | A clear policy exists. |  |
|  | Insufficient training for all those that wear face coverings including fitting, storing, care and disposal arrangements. | | | The School Nurse has trained and continues to train all relevant staff. | The training is very thorough. |  |
|  | Different age groups with different risk profiles for each group of staff and pupils not risk assessed? | | | Differing characteristics of different age groups are all considered separately. | There is good awareness of the need to consider each group separately. |  |
|  | | School unaware of those that have been identified as Clinically Extremely Vulnerable (CEV) via a letter to the individual from NHS or their GP. | | HM aware of CEV from letters or emails to staff and parents on a self-reporting basis. | The awareness in our relatively small community is good. |  |
|  | | Clinically Extremely Vulnerable (CEV) staff and pupils have not been advised whether to work from home or go to school during period of national restrictions. | | CEV staff and pupils are advised they may not come into school and are supported at home. | CEV are well supported. |  |
|  | | Measures in school are not sufficiently robust for clinically vulnerable staff and pupils. | | We follow government guidelines regarding clinically vulnerable staff and pupils. | Procedures are robust. |  |
|  | | Medical advice for vulnerable staff and children not being followed and insufficient support both at school and at home. | | We follow government guidelines vulnerable staff and pupils and continue to offer support through direct contact by phone, email or by Zoom/Teams. | Medical advice is followed by the School. |  |
|  | | Those with particular characteristics and an increased COVID-19 risk not identified and sufficient measures taken to reduce risks. | | School aware of all pupil pre-existing conditions through medical forms submitted to the School Nurse. School aware of staff pre-existing conditions through medical form on employment. School Nurse to ensure she has all information for new pupils at the start of term. | The School is aware of pre-existing medical conditions of both pupils and staff. |  |
|  | Lack of knowledge on whom has tested positive for COVID-19 and if it is recorded (for elimination purposes). Evidence of negative result should not be requested. | | | School has asked parents of pupils to state if any pupil has been tested. HM has asked staff by email for up to date information about themselves before the start of term. Further requests made for March 21 return to school. | School holds full knowledge of who has been tested and outcomes. |  |
|  | Insufficient information and / or record of who is still shielding or had contact with anyone tested positive or suspected of COVID-19 and why this may preclude their attendance at school. | | | School has asked parents of pupils to state if any pupil has been in contact with anyone tested positive or suspected of coronavirus. HM asked staff by email for up to date information about themselves to either him or School Nurse before the start of term and for March 21 return to school. | School holds fulll knowledge of who has been tested and outcomes, and recorded by School Nurse. |  |
|  | Lack of recording of which staff and pupils have been sent home with COVID-19 symptoms (a cough, high temperature or shortness of breath). | | | Some pupils were sent home at the end of the Lent term 2020 when displaying some of the Covid symptoms. This was all recorded. | School Nurse holds full records of the relevant pupils. | School still to develop record-keeping of staff? |
|  | Lack of regular dialogue with those that have suffered from COVID-19 and / or are isolated at home. | | | N/A with regard to those who’ve suffered from Covid. Staff in regular contact with those still at home. | Dialogue is regular where required. |  |
|  | Policy on wearing uniform and if washing also required to prevent infection for staff and pupils not re-considered. | | | The policy was re-considered and it was felt that continuing to wear school uniform was safe providing it is washed at certain temperatures. | The wearing of school uniform is safe. |  |
|  | **Boarding Risk Assessment in the COVID-19 Environment** | | | |  |  |
|  | **Hazard** | | **Control Measures** | | **Outcome** | **Remarks /**  **Re-assessment** |
|  | Boarding policies and procedures not updated, regularly reviewed and communicated. | | All boarding policies and procedures were reviewed before the start of term, updated and then communicated to relevant staff. | | Boarding policies and procedures have been updated. |  |
|  | Security and access systems (if now in use) not regularly checked, updated and re-coded. | | Security and access systems are in normal working order. Increased cleaning regime for all touch pad access systems. New locks on each level of Willow House installed during half-term. Re-coding takes place on rotation basis and was last updated in February 2021. | | Security and access systems continue to be subject to regular checks |  |
|  | Boarding staff have inappropriate PPE, cleaning materials and training for tasks. | | The School is following government advice in ‘Coronavirus: implementing protective measures in education and childcare settings’, and is well-equipped to use PPE in medical situations. School Nurse spoke to all staff in staff meeting at the start of term. | | The School decision is clear that PPE is not recommended for the majority of staff, but will be required if a child becomes unwell with coronavirus symptoms. |  |
|  | Communication and procedures for welcoming back boarders and part-time boarders not applied. | | All pupils including overseas pupils are obliged by HM to declare any countries they have been in during the 14 days before term starts. The School is applying government rules and any pupil returning from a country not included in the travel corridor list will not be able to return to school unless they have completed 14 days’ quarantine. | | All pupils returning to school will only do so if they have complied with the Government’s quarantine rules. |  |
|  | Insufficient consideration of measures and precautions for flexi and weekly boarders. | | Full consideration is given to this issue resulting in Year 3 and 4 boys not flexi-boarding but Year 5 and 6 continuing given that space allows for this. | | Flexi boarding issues are carefully considered and monitored. |  |
|  | Insufficient efforts by school and parents to reduce travel between home and school and so reduce risk of infection. | | Year 5 and 6 boys flexi boarding actually reduces the frequency of travel between home and school. | | Flexi boarding helps to reduce travel between home and school. |  |
|  | No plans or alternative arrangements for boarders to travel on dedicated school transport rather than public transport. | | N/A as boarders do not travel on public transport | | N/A |  |
|  | Insufficient space and resources for isolating overseas pupils for 10 days on their return. | | The School is not offering quarantine facilities to overseas pupils. | | No isolation facilities required for quarantine purposes. |  |
|  | Insufficient controls for boarders to move between residential and school day groups. | | The main control in place is that day pupils are placed in year group bubbles, and boarders are also in these bubbles which will ensure a smooth transition. Junior boarders in Year 5 and 6 simply spend their time during the day with their respective year groups. The ‘weekend’ boarders in Years 5-8 operate as a bubble but only for Saturday night and Sundays, They do though still sleep in their respective wings those nights in their own year groups, and in their own beds. Part-time boarding to continue for boys in Year 5 and 6 during second lockdown on a regular booked basis, as boarding at Papplewick actually minimises the amount of journeys between home and school given that these boys would be travelling in from London or the local area on a daily basis anyway as day boys. The same principle applies while the School is in Tier 2 and March 21 lockdown. | | Controls are sufficient for movement between residential and school day groups. |  |
|  | SD, separation and socialising rules not adhered to in the boarding house. | | Bunk beds are not being used in the boarding houses to ensure appropriate SD. Boarders remain in three bubbles: Year 8, Year 7, and Junior Boarders (Years 5 and 6). Year 8 are in their own separate building. Year 5 and 6 are in a separate wing to the Year 7 boys in the main building. Each wing has its own toilet facilities. Shower times and location of showers for Junior Boarders and Year 7 boys are separate. Year 8 boys only use toilet and shower facilities on the same floor as their dorm. House Parents briefed their own year groups about socialising rules and then monitor. Normal levels of staffing upstairs (which are high) are applying and being monitored in the light of experience. Boys live within their year group bubbles within their boarding houses. The importance of junior boarders not crossing over with Year 7 boarders at teeth washing etc, re-emphasised at the start of the second lockdown and for March 21 return to school. Boys in Year 8 live in their own bubble in Willow House. | | The configuration of boarding at Papplewick, and the numbers currently boarding, means that it is possible to adhere to SD, separation and socialising rules. |  |
|  | Rules and procedures for exeat, trips and activities out (or not!), appointments or visits from family and / or guardians not complied with or understood. | | Trips out for weekend boarders are only to outdoor spaces (eg Windsor Great Park) and not enclosed spaces such as a cinema or restaurant. During the second lockdown, all boarders’ activities had to be on site with walks in the woods not allowed. Such walks resumed while the School was in Tier 2 but ceased again on the third lockdown. Not taking place for the March 21 return to school. | | Rules and procedures are understood and applied in this area. |  |
|  | Fire instructions and new procedures not reviewed, understood or rehearsed. (Fire drills, routes and assembly points) | | Normal fire evacuation rules will apply and are rehearsed on the first day of term. | | Instructions and procedures are clearly understood and rehearsed. |  |
|  | Are there sufficient rooms and a bathroom to isolate and supervise pupils (and staff). | | Yes – the School Sick Bay is allocated. | | There are sufficient rooms. |  |
|  | Do those in attending isolated cases know the procedures and have access to PPE? | | School Nurse briefed all staff on protocols prior to term on 5/9. Extra briefing and training has been given by her to ‘upstairs’ staff who may look after a boy in her absence. | | Procedure for attending isolated cases known to all. |  |
|  | Have parents been consulted prior to start of term as to where boarders will self-isolate should it be required? Advice suggests boarders should self-isolate in school (rather than go home). | | The school is not equipped to allow a boy to self-isolate other than on a temporary basis. Parents have been informed before the start of term that they or guardians will need to come and collect their son if he is ill, and that temporary isolation will take place in sick-bay. If a boarder is sent for testing, boys in his dormitory must self-isolate until the result of his test is known. | | Parents were informed of our procedures and invited to discuss any individual concerns they might have. |  |
|  | Laundry, bedding, furnishings, games and items that are hard to clean not removed and stored securely. | | SA and House Parents carried out a review before the start of the Michaelmas term, especially in common areas. All relevant items were removed. | | No unnecessary hard to clean items were left in boarding houses. |  |
|  | Staff to pupil ratio does not reflect SD rules (including medical and emotional support). | | Normal staff to pupil ratios apply which provide a high level of staffing ‘upstairs’. House Parent teams are all experienced as is Senior House Parent and Assistant House Parents. The School Nurse also provides appropriate medical support to both the boys and staff. | | Staff to pupil ratios are appropriate but this is to be kept under review based on experience. |  |
|  | Insufficient bathroom facilities if bed spaces have been reconfigured. | | Each wing has its own toilet facilities as above at 6. Shower times and location of showers for Junior Boarders and Year 7 boys to be separate. Year 8 boys only use toilet and shower facilities on the same floor as their dorm. | | There are sufficient bathroom facilities for the boarders. |  |
|  | Boarders not equipped with authorised and compliant equipment to stay-in touch with parents. | | All boarders are allowed a mobile phone (without access to the internet), including for overseas boys at relevant times due to time differences. Consideration is being given to an increase in the number of Skype sessions. Email contact via private email addresses also available to all boarders. | | Boys are well-equipped to communicate with home. |  |
|  | Boarders aware of global news and how it may affect them or their family. | | Boarders are being kept up to date through the use of Newsround in extended form/tutorial periods, the internet, and discussions in tutorials and lessons in general. Appropriate support is being given by tutors, House Parents, or any staff as appropriate. | | Boarders have a good awareness of global events and are well-supported |  |

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|  | **Dedicated School Transport and Driver Risk Assessment in the COVID-19 Environment** | | | |
|  | **Hazard** | **Control Measures** | **Outcome** | **Remarks /**  **Re-assessment** |
|  | Drivers not regularly briefed on changes or included in staff briefings and revised schedules and notices. | Domestic Bursar sees and briefs the drivers daily in terms of boys travelling on the minibuses, and on any changes to procedures. Drivers’ WhatsApp group ensures free flow of information. | Drivers are well briefed and updated on a regular basis. |  |
|  | Drivers not fully considered, supported or rostered (particularly relating to age and vulnerability). | All personal characteristics of drivers are considered by DG and/or SB in setting and then amending rosters. Knowledge is good due to the driver team being a small team. | Drivers’ personal characteristics and vulnerability are well considered. |  |
|  | Drivers have insufficient / inappropriate PPE, cleaning materials and training. | Minibuses cleaned daily by cleaning team. PPE and cleaning materials provided by the School on all buses. Training given as necessary by the Domestic Bursar. | Drivers have sufficient and appropriate PPE and cleaning materials and are given training as necessary. |  |
|  | Drivers not protected by screens and / or procedures that should be known to parent, carers and pupils. | Screens have been fitted to all minibuses in order to achieve separation for drivers from the boys. All other safety procedures are followed as before. | The drivers are adequately protected. |  |
|  | Dedicated transport not aligned with the principles underpinning the system of controls. | Transport is aligned with the principles underpinning the system of controls. | Alignment has been achieved. |  |
|  | Travel in or out of local areas not minimised or avoided, and the number of journeys not reduced where possible. | Journeys are limited to those necessary to bring the boys into school in the morning and then return them home in the evening. | Travel and the number of journeys has been minimised. |  |
|  | Dedicated school transport not operating to SD and hygiene rules or with sufficient PPE and cleaning arrangements. | School has put procedures and rules in place for SD and cleaning of buses, and these are all communicated to the drivers | School transport operating according to proper SD and hygiene rules. |  |
|  | Pupils not grouped together on transport reflecting consistent bubbles or groups that are adopted within school. | Pupils sit in year groups wherever possible in the same seats and on the same buses each day. Masks are worn by drivers and pupils at all times. Seating for activities where there is the possibility of two year groups being on the bus is in alternate seats. | School transport arranged so as to support the bubbles adopted by the School in as far as this is possible |  |
|  | Insufficient or no use of hand sanitiser upon boarding and/or disembarking. | Sanitiser provided on buses, together with instructions on its use. Temperature checks will be undertaken before any boy boards a bus in the morning. Parents must not depart from bus stop until this has been completed. | Sanitiser used as necessary on all buses. |  |
|  | No additional cleaning of vehicles (all touch points) before and after each journey. | Buses cleaned daily. Boys sit in the same seat and on the same bus for each journey. | Additional cleaning procedures have been put in place for the buses. |  |
|  | Poorly organised queue and boarding process and SD not observed within vehicles wherever possible. | Boys advised on queuing and boarding protocols. Arrival at and departure from school managed by relevant staff. SD rules in place | Proper processes in place for queueing, boarding and SD. |  |
|  | Use of face coverings for pupils in Year 7 and above as a mitigating measure not understood by pupils and parents. | All pupils and drivers must wear face coverings at all times on the minibuses unless for medical reasons. | Simple school rule in place and observed by all. |  |
|  | Measures, in case of emergency, for the movement of a symptomatic pupil by school transport not considered in policy. | Symptomatic patient would not be transported by minibus, but would need to be picked up by the parent. | Suitable policy in place. |  |
|  | School vehicles not fully registered, insured, maintained and stocked with appropriate hygiene materials. | All vehicles remain fully registered, insured and maintained. They are always stocked with appropriate hygiene materials. | School vehicles are compliant with all rules and regulations and all hygiene protocols. |  |

**Support Staff Risk Assessment in the COVID-19 Environment**

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|  | **Hazard** | **Control Measures** | **Outcome** | **Remarks /**  **Re-assessment** |
|  | Support and contract staff not regularly briefed on changes to school operation. | Detailed briefings on changes given as necessary by Bursar and Domestic Bursar. | Support staff are well briefed on the changes. |  |
|  | Physical meetings recognise SD, hygiene arrangements including well-ventilated rooms or, if possible, outside. | All physical meetings recognise the need to SD and ventilate, and where possible, meetings take place online. | The importance of SD etc. is well known and actioned. |  |
|  | Support staff and cleaners not fully considered or supported (particularly relating to age and vulnerability). | Individual situations of all the support staff well known to the School. | Support Staff are fully considered and supported, with their age and any vulnerability known, and any impact recognised. |  |
|  | Support staff have insufficient/inappropriate PPE, cleaning materials and training. | The School has obtained sufficient PPE and cleaning materials, and training has been provided. Drivers have been provided with masks for themselves for the minibuses. | Support staff have the materials and training needed to perform their jobs. |  |
|  | Cleaning regimes not enhanced, regularly reviewed, inspected or conforming to revised hygiene rules. | Cleaning regimes were first reviewed and changed as necessary in the Lent Term, and are kept under constant review. Cleaning staff were unfurloughed for all boys returning to school in September and for March 21 return to school. | Cleaning regimes are up to date and strengthened to reflect necessary extra measures. |  |
|  | Security and access systems not regularly checked, updated and re-coded. | Security and access systems have been kept in constant use at all times. With residential staff, the School has never been ‘closed’ as such. Latest update took place in February 2021. | Security and access systems are in normal working order. |  |
|  | Reconfigured areas, zones and routes hampering fire exits and routes. | Checks have been made by the Domestic Bursar to ensure any reconfigured areas or routes do not block fire exits. | Reconfiguration has not hampered fire security. |  |
|  | Fire and other emergency procedures not reconfigured, routes not clear or regularly inspected. | Procedures have been updated as necessary and are subject to regular review. | Reconfiguration has not hampered fire security or emergency procedures. |  |

**Facilities Management Risk Assessment in the COVID-19 Environment**

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|  | **Hazard** | **Control Measures** | **Outcome** | **Remarks /**  **Re-assessment** |
|  | Insufficient hand washing or hand sanitiser ‘stations’ for all pupils and staff to clean their hands regularly. | Hand washing and sanitiser stations are placed around the School in many places for both staff and pupils, including in classrooms. | There are sufficient hand washing and sanitiser stations around the School. |  |
|  | Policy and procedures for contractors including signing in and out, and badges on school sites not reviewed, and / or enforced. | Risk assessments are all updated annually, or more frequently if the circumstances dictate, and all procedures are routinely followed. Wherever possible, contractors do not visit the School when the boys are present on site. | Policies and procedures are followed at all times. |  |
|  | Contractor health declaration and pre-work briefings not considered or implemented. | Pre-work briefings are always carried out, at which time the health situation of the contractor is established. | Consideration given to pre-work briefings and health of contractors at all times. |  |
|  | Contractor (and visitor) hygiene arrangements not considered including parking, guiding, supervision, breaks, meals and toilets. | All visitors are monitored and advised by the Domestic Bursar. | Full consideration is given to all these matters and their importance. |  |
|  | Insufficient heating and/ or cooling system (including insufficient fuel levels if applicable). | All school systems are working normally. | There is sufficiency in all regards. | All school systems are working normally. |
|  | Insufficient gas supply, maintenance, checks, venting and valves. | All school systems are working normally. | There is sufficiency in all regards. | All school systems are working normally. |
|  | Air conditioning units, ducts, ventilation and extraction systems not checked on re-occupying school facilities (including workshops). | School facilities have been occupied at all times and normal checks made.. | Sufficient checking has taken place and units are operational. | School facilities have been occupied at all times and normal checks made.. |
|  | Centralised ventilation system that removes and circulates air to different rooms is not using a fresh air supply. | Normal checks have taken place. | All checks up to date and systems operational. | Normal checks have taken place. |
|  | Electrical tests not up-to-date including emergency lighting and PAT including electrical equipment bought in to school. | Normal checks have taken place. | All electrical checks are up to date. | Normal checks have taken place. |
|  | Water testing for temperature, flow and legionella not in date, recorded or tested on re-opening facilities. | Regular legionella testing has been taking place. | All testing is up to date. |  |
|  | Insufficient arrangements for the operation, additional cleaning and security (and use) of the swimming pool. | Normal swimming pool cleaning and maintenance regime has been in force at all times. | Swimming pool has been open and available for use by school residents at all times. |  |
|  | Fire alarm panel, system and extinguishers not in date and not serviced. | Normal fire checks and servicing have been taking place, including weekly fire alarm tests. | All equipment is fully operational. |  |
|  | Fire doors improperly propped open to limit use of door handles and increase ventilation. | Cleaning and other support staff will make sure fire doors are not propped open as they pass through the School. Most fire doors in common areas that have high traffic flow are on a door magnet system anyway. | The School’s policy is that fire doors are not propped open, and this policy continues to be observed. |  |
|  | Limiting occupancy of as many rooms as possible (offices, laundry, common rooms etc) not considered. | Social distancing rules are observed in all areas of the School, and appropriate adjustments have been made to ensure that the rules can be observed properly. | The level of occupancy in all parts of the School has been considered. |  |
|  | Kitchen not reconfigured, stocked and cleaned if closed over a long period. | Kitchen was closed over the summer holidays, but is fully stocked and cleaned, and was ready for the start of term. | Kitchen stocked and cleaned as necessary. No reconfiguration necessary. |  |
|  | Insufficient chefs, supervising staff and cleaners to maintain high standards of hygiene. | Staffing levels planned and reviewed by Bursar and Chef Manager, including for three sittings at lunchtime in September and in March 21 return to school. | Staffing levels sufficient. |  |
|  | Servery and dining room rules inadequate or unsafe including wiping table, chairs and hard surfaces between sittings. | Use of dining room and servery rules considered, and reconfiguration arranged as necessary. Robust cleaning regime is in place for the dining room. | New arrangements are now in place including three separate areas in the dining-room. |  |
|  | Insufficient drinking supplies and hydration available in dining room and around the school. | Normal drinking supplies available. | Drinking supplies sufficient. |  |
|  | Cleaners changed working patterns during the day not discussed or agrees to meet the revised hygiene requirements. | The cleaning regime was adapted as necessary in the latter part of the Summer Term in order to meet the revised hygiene requirements and these arrangements have been updated for the Xmas and Lent Terms to reflect the whole school returning. | Cleaning patterns meet revised hygiene requirements. |  |
|  | Cleaners have insufficient or revised instructions and training for appropriate cleaning and the wearing and disposal of PPE. | The Domestic Bursar has given the cleaning team detailed instructions on cleaning methodologies and on the wearing and disposal of PPE at the start of term. Staff must also wear masks during the second lockdown in line with government guidance and instructions issued by the Headmaster, and for March 21 return to school. | The cleaning team has been given sufficient instruction on the revised cleaning arrangements. |  |
|  | New service level agreement not agreed for contract cleaners, maintenance and grounds for a new working environment. | N/A as all these departments are in house at the School.. | N/A as all these functions are in house at the School. |  |
|  | Insufficient cleaning staff for revised cleaning schedule and deep clean of each room and space daily unless left fallow. | The cleaning rota has been reviewed by the Domestic Bursar to ensure that the in house cleaning team is sufficiently resourced to carry out its revised duties. There is sufficient flexibility within the rota to amend hours and duties in the light of any changing circumstances. | The School has sufficient cleaning staff in place in order to carry out its revised duties. |  |
|  | Insufficient immediate procedures (quarantine and deep clean) and PPE where areas contaminated with bodily fluids. | The policy and procedures for contaminated areas are set by the School Nurse, who will also ensure these procedures are followed properly if any area of the School does become contaminated. | Proper procedures are in place |  |
|  | Cleaning staff not equipped or using appropriate PPE including aprons, gloves, face coverings and their subsequent disposal. | The School has adequate stocks of PPE and cleaning staff have been trained in how, why and when to use that equipment. | PPE is used appropriately. |  |
|  | Laundry wash and dryers not serviceable, unable to cope with temperature requirements and insufficient wash products. | Laundry is fully operational. | Demand is manageable and supply of wash products sufficient. |  |
|  | Suspended services not re-set or reviewed to cater for current school operation including waste disposal. | All suspended services have been re-set as necessary. | Re-setting has taken place, and normal school services now available. |  |
|  | Scheduled or on-going building works not reviewed given revised school timetables, staggered drop-off / pick-ups times. | No building works currently in progress. | No building works currently in progress. |  |
|  | Suppliers not following appropriate SD, hygiene measures and new routes, arrival details etc | Visits to the site are kept to a minimum and no access to school buildings is allowed. | SD and hygiene measures are in place, and are being followed. |  |
|  | Waste procedures not reviewed or sufficient to cater for increase in waste measures. | Waste procedures have been reviewed and amended as necessary. | Waste procedures are sufficient. |  |
|  | Pest control services not sufficiently regular, recorded or deficiencies identified and actioned. | Normal pest control checks by school staff and external contractor have taken place | Pest control measures in place. |  |
|  | **How often is this Risk Assessment reviewed? Daily? Weekly? Monthly? Termly? Annually?** | This risk assessment is reviewed as frequently as necessary in order to take account of any changing circumstances either within the School itself or in the external local or national environment. | This risk assessment is reviewed as frequently as necessary in order to ensure that it is kept up to date. |  |