

Risk Assessment for Red Kite Learning Trust (Cluster Team).

Assessment Title:	Coronavirus (COVID-19): implementing protective measures for full opening of schools/ support services – Cluster	Reference Number:	
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School Name:	TNCP Cluster Team	School Address:	C/o Temple Learning Academy, Neville Road, LS15 0NN
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Date Assessment Undertaken:	Name of Assessor (print):	Assessor Signature:	Assessment Review Date:
12.03.21	Gemma Sargeant/ Lisa Oxley	G. Sargeant/ L. Oxley	Following Government reviews

Name of Cluster Director/ Lead (print):	Cluster Director/ Lead Signature:	Name of Chair of Governors (print):	Chair of Governors Signature:
LISA OXLEY	L. Oxley	N/A	N/A

Main Legislation and/or Information Source:	<ul style="list-style-type: none"> - Health & Safety at Work Act 1974. - Management of H & S at Work Regulations 1999. - Dept of Education Guidance For Full Opening of School 7th August 2020 and subsequent updates - Dept of Education Guidance for education and childcare settings: New National Restrictions from 5th November 2020 - Dept of Education Operational Guidance for education and childcare settings reopening 22nd February 2021:
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Guidance:
HIGH - Intolerable and Substantial risks – Urgently review/add controls & monitor, notify Director of Operations or Trust Estates Manager (if Likely or Highly Likely – stop work, seek competent advice)
MEDIUM – Moderate risks – Review/Add controls (as far as reasonably practicable) & monitor
LOW – Trivial or tolerable risks – Monitor control measures.

This is a sample risk assessment and will remain so unless the following criteria are satisfied.

- The boxes highlighted in grey above must be completed with the required details.
- The Ref number can be allocated as per the schools own numbering system.
- The control measures listed below must be either complied with or altered to reflect the school's own control measures.

Once criteria 1-3 have been satisfied, you should remove the 'Sample' watermark. DESIGN-WATERMARK and choose the option that says 'Remove Watermark'

		Severity/ Consequence		
		Slightly harmful	Harmful	Extremely harmful
Likelihood	Highly unlikely	Trivial risk	Tolerable risk	Moderate risk
	Unlikely	Tolerable risk	Moderate risk	Substantial risk
	Likely	Moderate risk	Substantial risk	Intolerable risk

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RISKS	<p>Note: this list is not exhaustive and must be adapted for your own needs</p> <ol style="list-style-type: none"> 1. Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed 2. Social Distancing Measures Not Followed During Travel to and from School and throughout the working day 3. Inadequate Cleaning/Sanitising 4. Shared Resources 5. Staffing & Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors 6. Site User Becoming Unwell 7. Site User Developing Symptoms 8. Inadequate Hand Washing/Personal Hygiene 9. Inadequate Personal Protection & PPE 10. Visitors, Contractors & Spread of Coronavirus 11. Inadequate Ventilation 12. Catering 13. School Activities and interventions 				
	No.	CONTROL MEASURES	ADDITIONAL INFORMATION	YES	NO
	<p>Note: you must amend and adapt this generic risk assessment to suit your own needs by selecting the controls from the examples provided (adding and amending others where necessary) and then evaluate the overall risk for the activity/situation.</p>				
1.	<p>Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed</p>				
1.1	Consistent groups are in place which reduces the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group	Details;-	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	The school/ Cluster keeps a record of pupils and staff in each group or intervention, and any close contact that takes places between children and staff in different groups or individual interventions	This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome – face to face contacts sheet saved in the coronavirus file to be completed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Distinct groups or 'bubbles' that do not mix are maintained which makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and to keep that number as small as possible	Cluster Bubbles – Referrals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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1.4	Primary schools may be able to implement groups that are the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in the group become ill with coronavirus (COVID-19).	Circumstances need to be assessed and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, you can look to implement year group sized 'bubbles'	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	In the younger years in Secondary Schools (key stage 3), schools may be able to implement groups that are the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in group become ill with coronavirus (COVID-19).	Cluster referrals only	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6	In Secondary Schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended	Cluster referrals only	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7	Whatever the size of the group, they are kept apart from other groups and older children are encouraged to keep their distance within their groups	Cluster referrals only	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8	Schools with the capability to do it should take steps to limit interaction, and the sharing of rooms and social spaces between groups as much as possible		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9	It is recognised that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group/ intervention		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10	Schools keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11	Siblings may be in different groups		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12	Teachers and other staff operate across different classes and year groups in order to facilitate the delivery of the school timetable/ support interventions	Cluster Team can move freely between schools but must follow all social distancing guidance			
1.13	Where staff need to move between classes and year groups, they should keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults	Cluster Team can move freely between schools but must follow all social distancing guidance			
1.14	The number of interactions and changes between staff and class 'bubbles' are minimised wherever possible		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.15	Where possible adults maintain a 2-metre distance from each other, and from children		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.16	Adults avoid close face to face contact and limit time spent within 1 metre of anyone	- direct close contacts - face to face contact with an infected individual for any length of time,	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		<p>within 1 metre, including being coughed on, a face-to-face conversation, or unprotected physical contact (skin-to-skin)</p> <p>- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes either as a one-off contact or added up together over one day) with an infected individual</p> <p>Guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person</p>			
1.17	Staff in Secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible				
1.18	Educational and care support is provided as normal to pupils who have complex needs or who need close contact care	1:1 face to face interventions fine to continue in school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.19	Schools, local authorities, health professionals, Regional Schools Commissioners and other services work together to ensure that children with medical conditions are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers.	In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility. Our guidance on supporting pupils at school with medical conditions DfE Guidance updated on 12 th February 2021 remains in place	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.20	Pupils are seated side by side and facing forwards, rather than face to face or side on	Cluster Workers should not sit facing children in interventions – side by side recommended	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.21	Unnecessary furniture has been moved out of classrooms to make more space	Social distancing must be able to be maintained in intervention spaces	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.22	Large gatherings such as assemblies or collective worship with more than one group do not take place		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.23	The timetable and selection of classroom or other learning environment has been used to keep groups apart and reduce movement around the school or building	Avoid creating busy corridors, entrances and exits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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1.24	Break times are staggered so that all pupils are not moving around the school at the same time	Cluster Team to avoid moving around school during break times wherever possible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.25	Lunch breaks are staggered		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.26	Numbers of staff using Staff Room are limited or the use of Staff Room is staggered to ensure that staff maintain 2 metres distance from each other	The taping off or removal of chairs may be needed to ensure staff cannot sit within 2 metres of each other. Staff must still have a break of a reasonable length during the day	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.27	Staff meetings take place remotely where possible. Where this is not possible staff meetings take place in a large well-ventilated room ensuring 2 metres social distancing at all times	Virtual staff meetings could take place where staff stay in their classrooms and join the meeting Virtual meetings also recommended for meeting parents/ carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.28	Consideration given to staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school	Staggered start and finish times should not reduce the amount of overall teaching time	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.29	Parents' drop-off and pick-up protocols planned to minimise adult to adult contact	CYPS Bulletin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.30	All parents/carers entering the school premises (and in other congested areas around school premises) wear a face covering in addition to social distancing	This an extra safeguard to reduce the transmission of the virus. Please note that this does not apply to those who are medically exempt Meetings with parents in school can only take place with prior agreement and arrangement with the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.31	Ensure that you inform those travelling by car that they should wait in their car until the specific drop off time	This will reduce the amount of people assembling in and around the school grounds and will help with social distancing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.32	Ensure that you inform parents to maintain social distancing from others when dropping off and collecting pupils from school		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.33	Parents and pupils are told their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use, only one adult per family should enter school grounds to drop off or collect)		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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1.34	It is made clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.35	Educational Visits must not take place at this time	Cluster activity programmes remain on hold	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.36	From 8 March, school will work to resume all before and after-school educational activities and wraparound childcare for pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.37	You should advise parents that where they are accessing before and after school provision for their children, that they must only be using this, where: <ul style="list-style-type: none"> the provision is being offered as part of the school's educational activities (including catch-up provision) the provision is as part of their child's efforts to obtain a regulated qualification or meet the entry requirements of an education institution the use of the provision is reasonably necessary to support them to work, seek work, undertake education or training, attend a medical appointment or address a medical need or attend a support group 		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.38	School works closely with any external wraparound providers which their pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.39	Where parents are using external childcare providers or out of school extra-curricular activities for their children, you should also: <ul style="list-style-type: none"> advise them to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible. encourage them to check providers have put in place their own protective measures send them the link to the guidance for parents and carers 	Leeds United Foundation provision being promoted by Cluster Team will be maintaining school bubble groups in their activities All other partner activity remains virtual for now	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.40	If school premises are hired out for use by external wraparound childcare providers, such as after-school or holiday clubs, schools have made sure these organisations have: <ul style="list-style-type: none"> considered the relevant government guidance for their sector put in place protective measures 		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Social Distancing Measures Not Followed During Travel to and from School				
2.1	Parents and pupils are encouraged to walk or cycle to their education setting where possible	Cluster Team to not transport children and families in their own vehicles or to car share whilst restrictions are still in place	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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2.2	Schools, parents and pupils following the government guidance on how to travel safely, when planning their travel on public transport.	safer travel guidance for passengers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Face coverings are required at all times on public transport for children, over the age of 11.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Inadequate Cleaning/Sanitising				
3.1	A cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of classrooms and shared areas that are used by different bubbles / groups is in place.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Frequently touched surfaces, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters etc. are cleaned more often than normal.	Cluster Team to avoid sharing intervention resources/ clean between interventions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Bins for tissues and other rubbish are emptied throughout the day.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Stocks of cleaning chemicals, liquid soap, paper towels, tissues, toilet roll, bin bags etc. regularly checked and additional supplies requested as necessary.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Consideration given to how play and PE equipment is used ensuring it is appropriately cleaned between groups of children using it.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7	Outdoor playground equipment should be more frequently cleaned	This would also apply to resources used inside and outside by wraparound care providers			
3.8	Different groups do not need to have their own toilet blocks allocated but toilets need to be cleaned regularly and pupils encouraged to clean their hands thoroughly after using the toilet.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Shared Resources				
4.1	For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared	Cluster Team to avoid sharing intervention resources/ clean between interventions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Classroom based resources, such as books and games, can be used and shared within the bubble; these are cleaned regularly, along with all frequently touched surfaces.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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4.4	Pupils should limit the amount of equipment they bring into school each day, including essentials such as lunch boxes, hats, coats, books, stationery, bags and mobile phones (depending on school policy)		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	The ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment has been assessed and where cleaning or disinfecting is not possible or practical, resources will be either: • restricted to one user • left unused for a period of 48 hours (72 hours for plastics) between use by different individuals	Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use			
4.6	Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Rules on hand cleaning, cleaning of the resources and rotation apply to these resources.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	Devices/ laptops/tablets etc. that are brought from home to school and back again are cleaned at the start and end of the day.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Staffing & Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors				
5.1	Contact with individuals who are required to self-isolate is minimised by ensuring they do not attend the school		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Anybody contacted by NHS Test and Trace or local health protection team and told to self-isolate because they have been a close contact of a positive case, has a legal obligation to do so		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3	Pupils, staff and other adults must not come into the school if: • they have one or more coronavirus (COVID-19) symptoms • a member of their household (including someone in their support bubble or childcare bubble (if they have one) has coronavirus (COVID-19) symptoms • they are required to quarantine having recently visited countries outside the Common Travel Area • they have had a positive test result		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4	School makes everyone onsite or visiting aware that they must immediately cease to attend and not attend for at least 10 days from the day after: • the start of their symptoms • the test date if they did not have any symptoms but have had a positive test result (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test)	Lateral flow tests are available for Cluster Team to collect from main reception at TLA to do at home	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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5.5	The school recognises that if they have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and will call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required	You can reach them by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6	Where a pupil routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the pupil. Pupils should be able to continue attending both settings.	While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact except when required by specific public health advice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.7	Where individuals are self-isolating and are within the definition of vulnerable, school has put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.8	Where school staff and pupils are completing LFD tests at home, schools make it clear to staff and pupils that a negative test result does not remove the risk of transmission	In some cases, someone who has tested negative may still have the undetected disease and be infectious. It is therefore essential that everyone continues to follow good hygiene and observe social distancing measures whether or not they have been tested	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.9	The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally	You will be able to request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.10	CEV staff are advised not to attend the workplace	Staff who are CEV will previously have received a letter from the NHS or their GP telling them this	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.11	Current DHSC guidance, informed by PHE, currently advises that CEV individuals should continue to shield even after they have been vaccinated	This may change as we get further data on the effects of vaccination	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.12	Those living with someone who is CEV can still attend work where homeworking is not possible and should ensure they maintain good prevention practice in the workplace and home settings		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.13	CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.14	Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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5.15	Pregnant women are in the 'clinically vulnerable' category	School must complete the New and Expectant Mothers risk assessment as well as the Covid Individual risk assessment. Both the New and Expectant Mothers and the Individual Risk Assessment must be reviewed prior to 28 weeks when risk factors increase. Individual Risk Assessments will need to be subject to regular review RCOG Q&A covid19 virus infection and pregnancy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.16	Whilst pregnant women are at no greater risks of catching Covid-19, there is evidence that those in later pregnancy are at greater risk of severe illness if they contract the virus and may give birth pre-term. Therefore, from now on pregnant employees in their 3 rd trimester should be directed to work from home if they are currently attending a workplace. This should happen as soon as possible, and so managers are required to send home any pregnant employees who have reached the start of their 28 th week of pregnancy	As per NYCC recommendation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.17	Pregnant workers in their 3 rd trimester are now to be treated in the same way as CEV staff		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.18	Volunteers may be used to support the work of the school, as would usually be the case	Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible Cluster volunteering programme remains on hold for now	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.19	Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.20	Where it is necessary to use supply staff and peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to minimise contact and maintain as much distance as possible from other staff		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.21	Specialists, therapists, clinicians, support staff for pupils with SEND, supply teachers, peripatetic teachers or other temporary staff, can move between settings	They should ensure they minimise contact and maintain as much distance as possible from other staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	School User Becoming Unwell				
6.1	If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell	Other members of their household (including any siblings) should self-isolate. Their isolation period	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	(anosmia), they must be sent home and advised to follow the guidance which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19).	includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. If a member of the household starts to display symptoms while self-isolating, they will need to restart the 10 day isolation period and book a test			
6.2	If a pupil is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the Pupils and with appropriate adult supervision if required. A window should be opened for fresh air ventilation if it is safe to do so.	If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3	If the pupil needs to go to the toilet while waiting to be collected, they should use a separate toilet if possible. The toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4	PPE should be worn by staff caring for the pupil while they await collection if a distance of 2 metres cannot be maintained (such as for a very young pupil or a pupil with complex needs).	See Inadequate Personal Protection & PPE section of this risk assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5	If a pupil displays coronavirus (COVID-19) symptoms while at their school they should avoid using public transport and, wherever possible, be collected by a member of their family or household		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5	In an emergency, call 999 if the pupil is seriously ill or injured or their life is at risk.	Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6	Any member of staff who has provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless: <ul style="list-style-type: none"> the symptomatic person subsequently tests positive. they develop symptoms themselves (in which case, they should arrange to have a test) they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated) they have tested positive from an LFD test as part of the school's asymptomatic test programme 		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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6.7	Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.8	The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people.	COVID-19: cleaning of non-healthcare settings guidance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	School User Developing Symptoms				
7.1	Schools must ensure that staff members and parents/carers understand that they must book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can have a test, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit.	The DfE Helpline (on 0800 046 8687 – option 1) advice service (or PHE local health protection team if escalated) will provide definitive advice on who must be sent home. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	Schools must ensure that staff members and parents/carers understand that they must be ready and willing to provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace.	Cluster Team to use face to face contacts form in the Coronavirus file	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines	LFD testing advised twice weekly – Cluster Team can collect tests from the main office at TLA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4	Those with symptoms are expected to order a test online or visit a test site to take a lab-based polymerase chain reaction (PCR) test to check if they have the virus		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5	Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19).	Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.6	Parents and staff are asked to inform the school immediately of the results of a test.	Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.7	If someone with symptoms tests negative for coronavirus (COVID-19), then they need to stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is	Schools should not request evidence of negative test results or other medical evidence before	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact	admitting children or welcoming them back after a period of self-isolation.			
7.8	Someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period	This is because they could still develop coronavirus (COVID-19) within the remaining days.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.9	If someone tests positive, they should follow the ' stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection ' and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.10	Schools send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious.	<p>Close contact means:</p> <ul style="list-style-type: none"> direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face-to-face conversation, or unprotected physical contact (skin-to-skin) proximity contacts – extended close contact (within 1 to 2 metres for more than 15 minutes either as a one-off contact or added up together over one day) with an infected individual. travelling in a small vehicle, like a car, with an infected person 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.11	School must take swift action when they become aware that someone who has attended has tested positive for coronavirus and must contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority	This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice			

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7.12	Public Health England is clear that routinely taking the temperature of pupils by the school is not recommended as this is an unreliable method for identifying coronavirus (COVID-19) so this does not take place.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Inadequate Hand Washing/Personal Hygiene				
8.1	Staff/pupils/cleaners/contractors etc. will be reminded to clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.	Ensure that staff have sufficient time to wash their hands regularly, as frequently as pupils.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2	Consideration given to how often pupils and staff will need to wash their hands and incorporated time for this is in timetables or lesson plans		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3	Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4	Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands and this has been considered		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.5	Help given to pupils with complex needs to clean their hands properly		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.6	Hands are washed with liquid soap & water for a minimum of 20 seconds.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.7	The school has considered whether they have enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.8	Alcohol based hand cleansers/gels (containing at least 60% alcohol) can only be used if soap and water are not available but is not a substitute for hand washing. Such gels MUST ONLY BE USED UNDER CLOSE SUPERVISION . In normal circumstances pupils should not be using alcohol-based hand cleansers because of the risk of ingestion.	Skin friendly skin cleaning wipes can be used as an alternative.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.9	School has embedded hand washing routines into school culture, supported by behaviour expectations to help ensure younger pupils and those with complex needs understand the need to follow them		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.10	The 'catch it, bin it, kill it' approach is very important and is promoted.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.11	Disposable tissues are available in each room for both staff and pupil use.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.12	Bins (ideally lidded bins) for tissues are available in each room.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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8.13	Risk assessments for pupils with complex needs that may struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant, have been updated in order to support these pupils and the staff working with them.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Inadequate Personal Protection & PPE				
9.1	Adults (staff and visitors) in Primary schools DO wear face coverings in areas outside of the classroom		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2	Children in Primary schools do not need to wear a face covering		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Secondary schools' face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.	Some individuals are exempt from wearing face coverings . This applies to those who: - cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability - speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3	In Secondary schools' face coverings should be worn in classrooms or during activities where social distancing cannot be maintained These measures will be in place until Easter when it will be reviewed	This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.4	Face coverings do not need to be worn by pupils when outdoors on the premises		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.5	Transparent face coverings can also be worn, but only to assist communication with someone who relies on lip reading, clear sound or facial expression to communicate.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.6	Face visors or shields are not routinely worn as an alternative to face coverings	Visors may protect against droplet spread in specific circumstances but are unlikely to be effective in preventing aerosol transmission, and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		therefore in a school environment are unlikely to offer appropriate protection to the wearer			
9.7	Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Clear instructions are provided to staff and pupils on how to put on, remove, store and dispose of face coverings, to avoid inadvertently increasing the risks of transmission	Staff and Pupils are instructed to: <ul style="list-style-type: none"> not touch the front of their face covering during use or when removing it dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) place reusable face coverings in a plastic bag they can take home with them wash their hands again before heading to their classroom 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.8	Where a face covering becomes damp, it should not be worn and the face covering should be replaced	Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.9	Where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, the school has taken steps to have a small contingency supply available to meet such needs	PPE to be provided in the Cluster office at TLA – please inform Rachel Stockdill when supplies are running low	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.10	Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.11	Adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.12	PPE will need to be worn by a member of staff if a pupil becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the pupil is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn	safe working in education, childcare and children's social care	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Visitors, Contractors & Spread of Coronavirus				

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10.1	All visitors and contractors must make pre-arranged appointments, or they will not be allowed on site.	All Cluster visits/ interventions in schools to be pre-arranged as usual	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.2	School ensures site guidance on physical distancing and hygiene is explained to visitors and contractors on or before arrival.	Digest school/ Trust risk assessments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.3	Where visits can happen outside of school hours, they are arranged as such.	Schools may prefer for you to make after school appointments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.4	Contractors to attend by agreement only after school have satisfied themselves that it is necessary for the visit to take place at that time and that all required controls are in place to allow the work to continue safely.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.5	Contractors to provide updated risk assessment prior to visit which includes their own controls round infection spread prevention.	Times of visits may need to be adapted to take in to account the ability to maintain appropriate social distancing measures and availability of resources to effectively clean following the visits.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.6	As normal, school engages with their local immunisation providers to provide immunisation programmes on site, ensuring these are delivered in keeping with the school's control measures	These programmes are essential for children's health and wellbeing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.7	A record is kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace	Please use Cluster face to face contacts sheet in addition to individual school arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Inadequate Ventilation				
11.1	Occupied spaces must always be well ventilated, and a comfortable teaching/ intervention environment maintained	This can be achieved by a variety of measures including: Mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.2	Ventilate spaces with outdoor air	Natural ventilation – if necessary external opening doors may also be used provided this doesn't compromise safeguarding measures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.3	Where possible, occupied room windows should be open	Intervention rooms with no windows/ no ventilation should not be used	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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11.4	Switch air handling units with recirculation to 100% outdoor air where this is not possible, systems are operated as normal	Further advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.5	Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and assist with creating a throughput of air	Fire doors must not be propped open unless they have a self-closing hold open device fitted	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.6	In cold weather where the school heating system is activated, windows are open to provide trickle ventilation rather than being fully open	Natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.7	Consideration given to opening high level windows in preference to low level to reduce draughts		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.8	The school offers flexibility to allow additional, suitable indoor clothing	For more information see School uniform	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.9	Furniture rearranged where possible to avoid direct drafts		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.10	Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.11	When heating is activated and windows are on trickle vent, consideration is given to employing desk fans to move any stagnant pockets of air		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.12	If school needs to use additional heaters, they only use sealed, oil filled electric heaters	Electric fan heaters used sparingly due to increased fire and electrical risk	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Food Preparation and Staff Rooms				
12.1	It is very unlikely that you can catch coronavirus from food. COVID-19 is a respiratory illness. It is not known to be transmitted by exposure to food or food packaging. School kitchens can continue to operate but comply with the guidance for food businesses on Covid-19.	https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.2	Any food handler who is unwell should not be at work. If they have symptoms, they should follow government advice and stay at home.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.3	Although it is very unlikely that coronavirus is transmitted through food, as a matter of good hygiene practice anyone handling food should wash their hands often with soap and water for at least 20 seconds. This should be done as a matter of routine, before and after handling food, and especially after being in a public place, blowing their nose, coughing, or sneezing.	Cluster food parcel preparations – good hygiene practice to be in place. Most items are in sealed containers tins etc anyway so less of an issue	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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12.4	Kitchens should continue to follow Food Standard Agency's (FSA) guidance on good hygiene practices in food preparation and their Hazard Analysis and Critical Control Point (HACCP) processes.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.5	As far as reasonably possible, a distance of 2 metres should be maintained between users. Staff can continue to use rest areas but only if they apply the same social distancing, each staff room or rest area in school designates the maxim number of staff at any time.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.6	Notices promoting hand hygiene and social distancing should be placed visibly in staff room area along with hand washing stations.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	School Activities				
13.1	Pupils do not interact in a manner where they will have close contact with each other (maintain social distancing). This must be supported by very clear expectations and promoted via in-school communications.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.2	Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same Pupils in one day, or properly cleaned between cohorts.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.3	Overnight domestic (UK) and overseas educational visits should not take place at the current time.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment?		Yes <input checked="" type="checkbox"/>		No <input type="checkbox"/>
	What is the level of risk for this situation BEFORE control measures implemented?		High <input checked="" type="checkbox"/>	Med <input type="checkbox"/>	Low <input type="checkbox"/>
	Is the risk adequately controlled with the existing control measures in school prior to this situation?		Yes <input checked="" type="checkbox"/>		No <input type="checkbox"/>
	Have you identified any further control measures needed to control the risk and recorded them in the action plan? See details below:		Yes <input checked="" type="checkbox"/>		No <input type="checkbox"/>

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	ACTION PLAN (insert additional rows if required)	To be actioned by	
	Further or altered control measures to reduce risks <i>so far as is reasonably practicable</i>	Name	Date
	For home/ garden visits please read and digest Cluster specific risk assessment in the shared drive: General Cluster Info and Forms/ Risk Assessments & COSHH/ Risk Assessments for 1:1 Support Work	Cluster Team	Following every new Government review/ before recommencing 1:1/ face to face support work
	For Attendance activity please read and digest Cluster specific risk assessment in the shared drive: General Cluster Info & Forms/ Risk Assessments & COSHH/ Risk Assessments for Attendance	Cluster Team	Following every new Government review/ before recommencing 1:1/ face to face support work
	For telephone/ video call therapeutic interventions: please read and digest specific risk assessment in the shared drive: General Cluster Info & Forms/ Risk Assessments & COSHH/ Risk Assessments for 1:1 Support Work	Cluster Team	Following every new Government review/ before recommencing 1:1/ face to face support work
	For 1:1 interventions on school sites: please read and digest Cluster specific risk assessment in the shared drive: General Cluster Info & Forms/ Risk Assessments & COSHH/ Risk Assessments for 1:1 Support Work	Cluster Team	Following every new Government review/ before recommencing 1:1/ face to face support work
	For individual transport please read and digest Cluster specific risk assessments in the shared drive: General Cluster Info & Forms/ Risk Assessments & COSHH/ Risk Assessments for 1:1 support work	Cluster Team	Transporting children and families and car sharing with colleagues not permitted until social distancing restrictions removed by the Government
	For activities and events please read and digest Cluster specific risk assessment in shared drive: General Cluster Info & Forms/ Risk Assessments & COSHH/ Risk Assessments for activities and trips	Cluster Team: Rachel Stockdill/ Gemma Sargeant	Following Government review associated with educational visits
	For working in general office environments please read and digest Cluster specific risk assessment in the shared drive: General Cluster Info & Forms/ Risk Assessments & COSHH/ Risk Assessments for general office and staff	Cluster Team	Following every new Government review/ before returning to work in the office

State overall risk level assigned to the task AFTER implementation of control and action plan measures taken as a result of this risk assessment.	High <input type="checkbox"/>	Med <input checked="" type="checkbox"/>	Low <input checked="" type="checkbox"/>
Is such a risk level deemed to be as low as reasonably practical?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

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Is activity still acceptable with this level of risk?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If no, has this been escalated to senior leadership team?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Distribution: Cluster Team via email on 12.3.2021

<i>Risk rating</i>	<i>Action</i>
HIGH Intolerable or Substantial Risks	Urgently review/add controls & monitor, notify H&S Team (if Likely or Highly Likely – stop work, seek competent advice).
MED Moderate Risks	Review/add controls (as far as reasonably practicable) & monitor.
LOW Tolerable or Trivial	Monitor control measures.