

## Surrey Exemplar COVID-19 Risk Assessment Template v11 23<sup>rd</sup> February 2021

Please find attached a COVID-19 risk assessment template for schools that has been prepared in response to the Government's guidance for full opening. The measures set out in this risk assessment provide a framework for school leaders to put in place proportionate protective measures for pupils and staff. **The Governing Body/Trust Board must take ownership of the risk assessment and have oversight of the principles behind its contents.**

This tool may be useful as you undertake planning around a range of 'protective measures' and is entirely optional. Some sections will be more or less applicable, this is a template document and please change, adapt and supplement with additional detail as necessary.

**School Leaders should share their risk assessment with the school workforce and should consider publishing it on their website to provide transparency of approach to parents, carers and pupils.** Schools should also review and update their wider premises, staff and pupil risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19).

The new variant (of COVID) transmits more easily than the previous one but there is currently no evidence that it is more likely to cause severe disease or mortality. The way to control this virus is the same, whatever the variant. It will not spread if we avoid close contact with others. Wash your hands, wear a mask (when necessary), keep your distance from others, and reduce social contact in line with guidance. It remains vital that these measures, along with enhanced environmental cleaning and ventilation, are practised stringently.

The template risk assessment should be used alongside the government guidance below:

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>

<https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>

<https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own>

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

<https://www.hse.gov.uk/coronavirus/assets/docs/risk-assessment.pdf>

<https://www.gov.uk/guidance/national-lockdown-stay-at-home#going-to-work>

[Schools coronavirus \(COVID-19\) operational guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/schools-coronavirus-covid-19-operational-guidance)

The following school policies (but not limited to) should also be reviewed and updated as required:

- Behaviour Policy
- Safeguarding & Child Protection Policy
- Health and Safety Policy

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- Infection Control Policy
- First Aid Policy
- School Emergency Plan
- School Business Continuity Plan
- Premises Lettings Policy and Contract

Educational settings risk assessment content:

[Awareness of and adherence to policies and procedures](#)

1. [Prevention: Minimise contact with individuals who are unwell with COVID-19 symptoms](#)
2. [Prevention: Ensure face coverings are used in recommended circumstances](#)
3. [Prevention: Clean hands thoroughly more often than usual](#)
4. [Prevention: Good respiratory hygiene](#)
5. [Prevention: Enhanced cleaning](#)
6. [Prevention: Minimise contact](#)
7. [Prevention: Keep occupied spaces well ventilated](#)
8. [In specific circumstances: Wear PPE where necessary](#)
9. [In specific circumstances: Promote and engage in asymptomatic testing, where available](#)
10. [Response to infection: Test and trace](#)
11. [Response to infection: Managing confirmed COVID-19 cases](#)
12. [Response to infection: Contain any outbreaks](#)
13. [Attendance](#)
14. [Workforce](#)
15. [Emergencies](#)
16. [Managing School Transport](#)
17. [Residential/Boarding](#)

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Changes and updates made are documented here:

Date of change	Section, page and change
23/02/2021	<a href="#">Face coverings</a> , page 8, face coverings recommended to be worn in classrooms and activities where social distancing cannot be maintained for children aged 11 and over
23/02/2021	<a href="#">Minimise contact</a> , page 17, educational visits are currently not advised.
23/02/2021	<a href="#">Ventilation</a> , page 18, new sections on ventilation.
23/02/2021	<a href="#">Testing</a> , page 20, new guidance on testing in different settings

Name of School:	<i>Hurst Green Infant School &amp; Nursery</i>	Date of assessment:	26/2/2021	How someone could be harmed:	<p>Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus. The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes.</p> <p>Most infected people will develop mild to moderate illness and recover without hospitalisation. In some cases, and if a person has a underlying health conditions, COVID-19 can cause serious ill health.</p>	Assessed by	Hayleigh Russell	On	26/2/2021
Identify those at risk:	<p>Staff Pupils Agency staff/contractors Visitors</p> <p>Vulnerable groups: BAME Underlying health conditions including clinically extremely vulnerable (CEV) and extremely vulnerable Pregnant workers Over the age of 70</p>								

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	Risk rating prior to action H/M/L	Recommended controls/Mitigation and Protective Measures	In place? Yes/No or N/A	Additional control measures to reduce the risk or the reasons why the recommended standard cannot be met.	Actioned by when and by who?	Risk rating following action H/M/L
Awareness of and adherence to policies and procedures	low	<ul style="list-style-type: none"> <li>Health and Safety Policy has been updated in light of the COVID-19 advice</li> <li>All staff, pupils and volunteers are aware of all relevant policies and procedures including, but not limited to, the following:               <ul style="list-style-type: none"> <li><b>Health and Safety Policy</b></li> <li><b>Infection Control Policy</b></li> <li><b>First Aid Policy</b></li> </ul> </li> <li>All staff have regard to all relevant guidance and legislation including, but not limited to, the following:               <ul style="list-style-type: none"> <li>The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013</li> <li>The Health Protection (Notification) Regulations 2010</li> <li>Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'</li> <li>DfE and PHE (2020) 'COVID-19: guidance for educational settings'</li> </ul> </li> </ul>	yes	<p>Head Teacher has issued guidance for all staff. Training has been made available where applicable or requested</p> <p>All Covid documents have been added to the school website and parents have been emailed reminding them that the policies are available.</p> <p>Parents/staff are regularly reminded of infection control procedures in relation to school attendance.</p> <p>Hayleigh Russell has completed Covid-19 infection control training. Certificate is available from school business manager. Child appropriate signage is posted throughout school reminding children about handwashing, distance and staying safe.</p>	Head	low



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	<ul style="list-style-type: none"> <li>• The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training.</li> <li>• The school keeps up-to-date with advice issued by, but not limited to, the following:             <ul style="list-style-type: none"> <li>- DfE; NHS; Department of Health and Social Care; PHE</li> </ul> </li> <li>• Staff are made aware of the school’s infection control procedures in relation to coronavirus.</li> <li>• Parents are made aware of the school’s infection control procedures in relation to coronavirus via letter and social media – they are informed that they must not send their child to school if they have <u>coronavirus (COVID-19) symptoms</u>, or have tested positive in the last 10 days, or if another household member develops coronavirus symptoms. In both these circumstances the parents/carers should call the school to inform the school of this and that they will be following the national <u>Stay at Home</u> guidance.</li> <li>• Pupils are made aware of the school’s infection control procedures in relation to coronavirus and are informed that they must tell a member of staff if they begin to feel unwell.</li> <li>• Staff and pupils are made aware of the process for removing face coverings when pupils and staff who use them arrive at school, and this is communicated clearly to parents and staff.</li> </ul>		<p>Policy regarding face coverings has been reviewed and guidance on safe removal and disposal has been sent to staff</p> <p>and displayed in school website</p> <p>Children are regularly reminded about sneezing, handwashing, cleaning</p>		
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		<ul style="list-style-type: none"> <li>The Staff and Volunteer Confidentiality Policy and Pupil Confidentiality Policy are followed at all times – this includes withholding the names of staff, volunteers and pupils with either confirmed or suspected cases of coronavirus.</li> </ul>				
<p><b>Prevention</b> 1. Minimise contact with individuals who are unwell with COVID-19 symptoms</p>	High	<ul style="list-style-type: none"> <li>Staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days, and anyone developing those symptoms during the school day is sent home.</li> <li>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 (anosmia), they are sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', 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). Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.</li> <li>If a child is awaiting collection, they are moved, where possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. A window should be opened for ventilation. If it is not possible to isolate them, they are</li> </ul>		<p>As above. Strict rules are in place to ensure all adults are aware of symptoms and procedures in place</p> <p>PPE is in each classroom and communal areas.</p> <p>Supplies of PPE are kept topped up Regular cleaning is carried out along with schedules for cleaning and checking supplies of soap, towels, hand sanitiser</p> <p>All staff/parents/carers</p> <p>Handwashing facilities are available. Each classroom has a sink and toilet areas have been split to ensure consistency of bubbles.</p> <p>An isolation area has been created. Children will be placed in this area should covid be suspected. This is near the SEN</p>	All	medium



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	<p>moved to an area which is at least 2 metres away from other people.</p> <ul style="list-style-type: none"> <li>• If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</li> <li>• Everyone will wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. 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. See the <a href="#"><u>COVID-19: cleaning of non-healthcare settings guidance</u></a>.</li> <li>• PPE will be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the <a href="#"><u>safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) guidance</u></a>.</li> <li>• In an emergency, call 999 if someone 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.</li> <li>• Any members of staff who have helped someone with symptoms and any pupils who</li> </ul>		<p>coordinators desk and the area can be well ventilated and cleaned</p> <p>PPE is available in all classrooms, the main office, the school hall, staff room and quarantine area</p>		
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		<p>have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test &amp; Trace.</p> <ul style="list-style-type: none"> <li>• The Infection Control Policy and <u>Cleaning in non-healthcare settings</u> guidance to be followed to clean the area.</li> <li>• Any medication given to ease the unwell individual's symptoms, e.g. paracetamol, is administered in accordance with the Administering Medications Policy</li> <li>• Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with the Infection Control Policy and <u>Cleaning in non-healthcare settings</u> guidance</li> </ul>				
<p><b>Prevention</b> 2. Where recommended, use of face covering</p>		<ul style="list-style-type: none"> <li>• Where pupils in year 7 (which would be children who were aged 11 on 31 August 2020) and above are educated, we recommend that 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. Face coverings do not need to be worn by pupils when outdoors on the premises.</li> </ul> <p>In addition, we now also recommend in those schools, that face coverings should be worn in classrooms or during activities unless social</p>		<p>All staff/parents/carers</p> <p>As an infant school (nursery to ear 2, facemask are not required by the children)</p> <p>Handwashing facilities are available. Each classroom has a sink and toilet areas have been split to ensure consistency of bubbles and that bubbles do not share hand washing facilities. Staff toilets are also split to ensure bubbles are not sharing</p>		





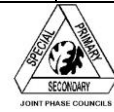
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		<p>distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.</p> <ul style="list-style-type: none"> <li>• In primary schools, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.</li> <li>• Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn.</li> <li>• Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering.</li> </ul>		<p>Hand sanitiser is also available at entry points, in classroom and corridors</p> <p>All staff have a personal hand sanitizer.</p> <p>Staff are permitted to wear face coverings from Jan 2021. Parents must to wear face coverings when on school property.</p> <p>Staff have been sent information on wearing, removing and disposing of face coverings.</p> <p>Visors are permitted for use where a face covering or social distancing is not possible and for the benefit of the childrens teaching for example teaching phonics. Staff should wear face coverings when social distancing is not possible between adults.</p>		
<p><b>Prevention</b></p> <p>3. Clean hands thoroughly more often than usual</p>		<ul style="list-style-type: none"> <li>• Pupils clean their hands regularly, including: <ul style="list-style-type: none"> <li>• when they arrive at the school</li> <li>• when they return from breaks</li> <li>• when they change rooms</li> <li>• before and after eating</li> </ul> </li> </ul>		<p>All staff – additional bins and tissues are in each room ‘sneeze stations’ have been set up and children are encouraged to use these areas to minimise the spread of germs and to</p>		



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		<ul style="list-style-type: none"> <li>• Pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans.</li> <li>• Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff.</li> <li>• 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.</li> <li>• Continue to help pupils with complex needs to clean their hands properly.</li> <li>• Frequent and thorough hand cleaning should now be regular practice.</li> <li>• Ensure there is enough hand washing or hand sanitiser stations available so that all pupils and staff can clean their hands regularly</li> <li>• Supervise hand sanitiser use given the risks around ingestion – skin friendly skin cleaning wipes can be used as an alternative</li> <li>• Building these routines into school culture, supported by behaviour expectations and helping ensure younger pupils and those with complex needs understand the need to follow them</li> </ul>		<p>wash hands afterwards. Children wash hands on entering the building and routinely through the day Posters are displayed around school for adults and children reminding everyone to 'catch it, kill it, bin it'</p>		
<p><b>Prevention</b></p> <p>4. Good respiratory hygiene</p>		<ul style="list-style-type: none"> <li>• 'Catch it, bin it, kill it' approach continues to be very important, suitable number of tissues and bins available in the school to support pupils and staff to follow this routine.</li> <li>• Younger pupils and those with complex needs are helped to follow this.</li> <li>• Risk assessments to identify pupils with complex needs who struggle to maintain good respiratory hygiene, for example those who</li> </ul>		<p>Head teacher/school business manager – items that cannot be easily cleaned have been removed. All other items are cleaned at the end of each day. Enhanced cleaning takes place each evening. Children do not have free access to items in the classroom this is now teacher</p>		



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		<p>spit uncontrollably or use saliva as a sensory stimulant.</p> <ul style="list-style-type: none"> <li>• DFE guidance to be followed on the <u>use of face coverings in education</u> and clear instructions are provided to staff, children and young people on <u>how to put on, remove, store and dispose of face coverings</u></li> </ul>		<p>led to ensure contact is minimised. Bubbles are clearly signposted including corresponding toilet facilities for children and staff</p> <p>Books are sent home on Monday and returned on Thursday to enable them, to be quarantined for three days for the next child to use safely. Regular reminders are sent to parents.</p>		
<p><b>Prevention</b></p> <p>5. Enhanced cleaning</p>	low	<ul style="list-style-type: none"> <li>• Surfaces that pupils are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters are cleaned more regularly than normal.</li> <li>• More frequent cleaning of rooms and shared areas that are used by different groups</li> <li>• Soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) are removed.</li> <li>• Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it</li> <li>• The <u>COVID-19: cleaning of non-healthcare settings guidance</u> is followed.</li> <li>• Outdoor playground equipment should be cleaned more frequently. This includes resources used inside and outside by wrap</li> </ul>		<p>Enhanced and regular cleaning by staff in addition to the above points.</p> <p>Items have been removed, activities are teacher led to minimise touch points</p> <p>Enhanced daily cleaning by external contractors and monitored by school business manager</p> <p>Schedule for cleaning available</p> <p>Infection control policy in place and adhered to when applicable</p>		Low

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		<p>around care providers as set out in the School Lettings Policy/Contract.</p> <ul style="list-style-type: none"> <li>• Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with the Infection Control Policy and <u>Cleaning in non-healthcare settings guidance</u></li> <li>• Cleaners are employed by the school to carry out daily, thorough cleaning that follows national guidance and is compliant with the COSHH Policy and the Health and Safety Policy.</li> <li>• The SBM arranges enhanced cleaning to be undertaken where required – advice about enhanced cleaning protocols is sought from the local health team. Schools short of cleaning product supplies, should email <a href="mailto:DfE-CovidEnquiries.COMMERCIAL@education.gov.uk">DfE-CovidEnquiries.COMMERCIAL@education.gov.uk</a></li> <li>• The SBM monitors the cleaning standards of school cleaning contractors and discusses any additional measures required with regards to managing the spread of coronavirus.</li> </ul>		<p>Outdoor play equipment is only for use by one bubble and will be clearly signposted</p>		
<p><b>Prevention</b></p> <p>6. Minimise contact</p>		<ul style="list-style-type: none"> <li>• The number of contacts between pupils and staff is reduced. This is achieved through keeping groups separate (in 'Bubbles') and through maintaining distance between individuals. The balance between the Bubbles and social distancing is based on: <ul style="list-style-type: none"> <li>○ Pupils ability to distance;</li> <li>○ The layout of the school site;</li> </ul> </li> </ul>		<p>Start times, break times, lunch times and end times are staggered to maintain bubbles and social distancing. Assemblies are live and online NOT face to face. Children do not have whole school assemblies</p>		

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		<ul style="list-style-type: none"> <li>○ The feasibility of keeping distinct groups separate while offering a broad curriculum</li> </ul> <p>More information on groups can be found in COVID-19: <u><a href="#">Guidance for full opening</a></u></p> <ul style="list-style-type: none"> <li>• If staff or pupils cannot maintain distancing, particularly with younger pupils, the risk is reduced by keeping pupils in smaller class sized groups.</li> <li>• All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</li> <li>• Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff.</li> <li>• Adults to avoid close face to face contact and minimise time spent within 1 metre of anyone.</li> <li>• Adults should maintain 2 metre distance from each other and from children where possible.</li> <li>• Pupils old enough should be supported to maintain distance and not touch staff and their peers.</li> </ul>		<p>Reception eat lunch in the dinner hall which is rigorously cleaned after each use.</p> <p>Other year groups eat in class rooms to maintain bubbles</p> <p>Staff do not mix outside of their bubbles and a maximum of 6 members of staff are permitted in the staff room.</p> <p>Specialist staff (elsa/forestschoo/head) may need to work across bubbles. This is kept to a minimum and only when necessary. Staff and children will maintain distance</p> <p>As of Jan 2021 year 2 will eat in the dinner hall 30 minutes after reception. This is to ensure cleaning and bubble integrity</p> <p>Children and staff are allocated specific toilets and sinks. Bubbles do not use the facilities at the same time and this is monitored by staff</p> <p>All equipment is limited to class bubbles. Shared equipment is no longer available unless it is forest school equipment</p>		
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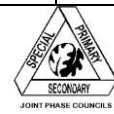
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	<ul style="list-style-type: none"> <li>• Classrooms and other learning environments are organised to maintain space between seats and desks where possible.</li> <li>• Pupils are seated side by side and facing forwards, rather than face to face or side on.</li> <li>• Large gatherings such as assemblies are avoided, and groups kept apart.</li> <li>• The timetable is revised to implement where possible:             <ul style="list-style-type: none"> <li>○ Plan for lessons or activities which keep groups apart and movement around the school site to a minimum;</li> <li>○ Maximise the number of lessons or classroom activities which could take place outdoors;</li> <li>○ Staggered assembly groups;</li> <li>○ Break times (including lunch) are staggered so that all pupils are not moving around the school at the same time;</li> <li>○ Drop-off and collection times are staggered and communicated to parents;</li> <li>○ Parents' drop-off and pick-up protocols are planned and communicated so that they minimise adult to adult contact and remind them not to gather at gates and come onto the site without an appointment.</li> </ul> </li> </ul>	<p>Bubbles have access to outside space without needing to cross another bubble</p> <p>Breaks are staggered and where required lunch is brought to the class room</p> <p>PE lessons are taking place outdoors where possible.</p> <p>External agencies have been stopped from attending site</p> <p>No school trips are planned until further notice.</p> <p>Parents are allocated gates for drop off to maintain bubbles. These are separate entrances and staggered drop off and pick up.</p> <p>Resources are not shared between class rooms.</p>		
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	<ul style="list-style-type: none"> <li>• Pupils use the same classroom or defined area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. And are seated at the same desk;</li> <li>• Mixing within education or childcare setting is minimised by:             <ul style="list-style-type: none"> <li>○ accessing rooms directly from outside where possible;</li> <li>○ considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors;</li> <li>○ staggering lunch breaks and pupils clean their hands beforehand and enter in the groups they are already in or pupils are brought their lunch in their classrooms;</li> <li>○ The number of pupils using the toilet at any one time is limited;</li> </ul> </li> <li>• The use of shared space such as halls is limited and there is cleaning between use by different groups;</li> <li>• The use of staff rooms and offices is staggered to limit occupancy.</li> <li>• Visitors to the site, such as contractors, local authority employees and health employees to be fully briefed on the school's arrangements and follow site guidance on physical distancing and hygiene on or before arrival. Where visits can happen outside of school hours, they should. A record will be kept of all visitors.</li> </ul>		<p>IPad and chrome books are distributed by class</p> <p>Parents have been notified only to bring essential items into school</p> <p>No home items (eg soft toys)</p> <p>Letter has been sent to parents with instructions on face coverings, gathering at school gates, also on website</p> <p>No parents are permitted into school. Correspondence must be via telephone or email</p>		
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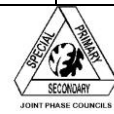
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	<ul style="list-style-type: none"> <li>• Classroom based resources, such as books and games, are used and shared within the Bubble; these are cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or Bubbles, such as sports, art and science equipment are cleaned frequently and meticulously 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;</li> <li>• Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing is avoided. Rules on hand cleaning, cleaning of the resources and rotation apply to these resources.</li> <li>• Staff and pupils have their own individual and very frequently used equipment, such as pencils and pens, these are not shared;</li> <li>• Physical Education classes should be kept in consistent groups and sports equipment thoroughly cleaned between use by different groups. Contact sport to be avoided. Outdoor sports to be prioritised and large indoor spaces used where not to ensure maximising distance between pupils and high levels of cleaning and hygiene. <u>COVID-19: Guidance on phased return of sport and recreations.</u> External facilities can also be used in line with</li> </ul>		<p>Clear signage reminding staff about cleaning</p> <p>Swimming is not applicable</p> <p>There are no organised competitive activities planned for the foreseeable future</p> <p>Forest school is continuing as this is an outdoor activity and bubbles can be maintained</p>		
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		<p>government guidance for the use of, and travel to and from, those facilities. Schools should refer to the following guidance:</p> <ul style="list-style-type: none"> <li>○ <u>guidance on the phased return of sport and recreation</u> and guidance from <u>Sport England</u> for grassroot sport</li> <li>○ advice from organisations such as the <u>Association for Physical Education</u> and the <u>Youth Sport Trust</u></li> <li>○ guidance from Swim England on school swimming and water safety lessons available at <u>returning to pools guidance documents</u></li> <li>○ <u>using changing rooms safely</u></li> </ul> <p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures. Indoor swimming pools, used by settings for education and training, including hydrotherapy pools used for physical therapy, can continue to be used.</p> <ul style="list-style-type: none"> <li>• Singing, wind and brass instrument playing can be undertaken in line with the Music, Dance and drama in schools section in the <u>full opening guidance</u> and other guidance, in particular guidance provided by the DCMS for professionals and non-professionals, available at <u>working safely during coronavirus (COVID-19): performing arts</u>. Further information on</li> </ul>		<p>No parents are permitted into school unless exceptional circumstances e.g. child injury or illness</p> <p>Not applicable no performances planned</p> <p>No trips planned</p>		
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		<p>music teaching in schools is available in the <u>COVID-19 – guidance for full opening.</u></p> <ul style="list-style-type: none"> <li>• Where schools are unable to put on live performances to parents, they may wish to consider alternatives such as the use of live streaming and recording, subject to the usual safeguarding considerations and parental permission.</li> <li>• Schools in other local restriction tier areas planning an indoor or outdoor performance in front of an audience should follow the latest advice in the <u>DCMS performing arts guidance</u>, implementing events in the lowest risk order as described. If planning an outdoor performance they should also give particular consideration to the guidance on delivering outdoor events.</li> <li>• Educational visits are currently advised against. This advice will be kept under review.</li> <li>• Schools should work closely with any external wraparound providers which their children and young people may use, to ensure that as far as possible they can be kept in a group with others from the same bubble they are in during the school day. Where it is not possible, or it is impractical, to group children in the same bubbles as they are in during the school day, schools and external providers may need to group children with others from outside their school day bubble and / or from a different school. This may happen, for example, if only one or two children are attending wraparound provision from the</li> </ul>		<p>This school does not offer wrap around care and external suppliers are not permitted onsite for the foreseeable future</p> <p>Parents are allocated gates for drop off to maintain bubbles. These are separate entrances and staggered drop off and pick up.</p> <p>Resources are not shared between class rooms.</p> <p>Ipads and chrome books are distributed by class</p> <p>Parents have been notified only to bring essential items into school</p> <p>No home items (eg soft toys)</p> <p>Swimming is not applicable</p> <p>There are no organised competitive activities planned for the foreseeable future</p>		
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		<p>same school day bubble and / or where multiple schools are attending provision. If schools or external providers need to do this, they should seek to keep children in small, consistent groups with the same children each time, as far as this is possible.</p> <ul style="list-style-type: none"> <li>• Currently, schools can continue to offer all before and after-school educational activities and wraparound childcare.</li> </ul>		<p>Forest school is continuing as this is an outdoor activity and bubbles can be maintained</p>		
<p><b>Prevention</b> 7. Keep occupied spaces well ventilated</p>		<ul style="list-style-type: none"> <li>• Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. When the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. These can be achieved by a variety of measures including: <ul style="list-style-type: none"> <li>○ mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. If possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply</li> <li>○ 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</li> </ul> </li> </ul>		<p>Windows and doors are kept open in classrooms onto the back of school property with direct access to class outdoor areas</p> <p>Other doors are kept closed for safeguarding</p> <p>Doors can be closed during lessons for comfort but must be opened when classroom is empty e.g. break time</p> <p>Circulation of air is the key factor opening internal doors can create a throughput of air</p>		

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		<p>space). Opening internal doors can also assist with creating a throughput of air</p> <ul style="list-style-type: none"> <li>○ natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) The <u>Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak</u> and <u>CIBSE coronavirus (COVID-19) advice</u> provides more information.</li> <li>○ To balance the need for increased ventilation while maintaining a comfortable temperature, consider:</li> <li>○ opening high level windows in colder weather in preference to low level to reduce draughts</li> <li>○ increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)</li> <li>○ providing flexibility to allow additional, suitable indoor clothing</li> <li>○ rearranging furniture where possible to avoid direct draughts</li> <li>● Heating to be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> </ul>				
<p><b>In specific circumstances</b></p> <p>8. Where necessary, wear PPE</p>		<ul style="list-style-type: none"> <li>● The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: <ul style="list-style-type: none"> <li>○ where an individual child or young person becomes ill with</li> </ul> </li> </ul>		<p>PPE is available in all class rooms and communal areas</p>	<p>1/9/2020</p> <p>Reviewed</p>	



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		<p>coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</p> <ul style="list-style-type: none"> <li>○ Performing <u>aerosol generating procedures (AGPs)</u></li> </ul> <ul style="list-style-type: none"> <li>● When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only wear PPE that would be routinely worn, should be worn.</li> <li>● Read the guidance on <u>safe working in education, childcare and children’s social care</u> for more information about preventing and controlling infection and follow SCC PPE guidance.</li> </ul>			<p>1/10/2020</p> <p>1/12/2020</p> <p>4/1/2021</p> <p>20/1/2021</p> <p>1/3/2021</p>	
<p><b>In specific circumstances</b></p> <p>9. Promote and engage in asymptomatic testing, where available</p>		<ul style="list-style-type: none"> <li>● Rapid testing remains a vital part of our plan to suppress this virus. Schools should follow the guidance set out for their settings: <ul style="list-style-type: none"> <li>○ <u>Primary schools, school-based nurseries and maintained nursery schools</u></li> <li>○ <u>Secondary schools and colleges</u></li> <li>○ <u>Specialist settings</u></li> </ul> </li> </ul>		Not applicable to infant setting		
<p><b>Response to infection</b></p> <p>10. Test and trace</p>		<ul style="list-style-type: none"> <li>● NHS Test and Trace process to be followed. Staff members and parents/carers understand that they will need to be ready and willing to: <ul style="list-style-type: none"> <li>○ <u>book a test</u> 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</li> </ul> </li> </ul>		<p>Government procedure</p> <p>Details of which are documented and displayed in the school office.</p> <p>Head/FLO/Office staff are all clear on procedures</p>		

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		<p>school. All pupils can be tested, 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</p> <ul style="list-style-type: none"> <li>○ 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 &amp; Trace</li> <li>○ <u>self-isolate</u> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li> </ul> <ul style="list-style-type: none"> <li>● A small number of home testing kits available to be given directly to parents/carers collecting a child who has developed symptoms at school or staff who have developed symptoms at schools, where providing a test will increase the likelihood of them getting tested.</li> <li>● Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS <u>testing and tracing for coronavirus</u> website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</li> <li>● The school will ask parents and staff to inform them immediately of the result of the test:</li> </ul>		<p>These are for emergency use and are distributed by the head teacher</p>		
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		<ul style="list-style-type: none"> <li>○ If someone tests negative, if they feel well and no longer have symptoms similar to COVID-19 they can stop self-isolating.</li> <li>○ If someone test positive they should follow the <u>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</u> 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. Other members of their household should continue self-isolating for the full 10 days.</li> </ul>				
<p><b>Response to infection</b></p> <p>11. Managing confirmed COVID-19 cases</p>		<ul style="list-style-type: none"> <li>● Flowchart school response to suspected or confirmed COVID-19 cases to be followed for suspected or confirmed cases.</li> <li>● Schools should contact the DfE Helpline on 0800 046 8687 and select 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. If, following triage, further expert advice is required the adviser will escalate the school's call to the local health protection team. The health protection team will also contact schools directly if they become aware that someone who has tested positive for</li> </ul>		<p>This is displayed in the staff room, in the school office and in the head teachers office</p>		

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		<p>coronavirus (COVID-19) attended the school - as identified by NHS Test and Trace.</p> <ul style="list-style-type: none"> <li>• The health protection team will provide guidance to support a rapid risk assessment to confirm who has been in close contact with the person during the period they were infectious and ensure they are asked to self-isolate.</li> <li>• Based on the advice from the health protection team, schools must 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. Close contact means: <ul style="list-style-type: none"> <li>○ 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)</li> <li>○ Proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>○ Travelling in a small vehicle, like a car, with an infected person</li> </ul> </li> <li>• The health protection team will provide definitive advice on who must be sent home. To support this records of pupils and staff in each group and any close contact that takes place between pupils and staff in different groups to be kept. This does not need to</li> </ul>				
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		<p>include every interaction a member of staff or pupil has.</p> <ul style="list-style-type: none"> <li>• 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. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10 day isolation period they should follow <u>guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>. They should get a test, and:           <ul style="list-style-type: none"> <li>○ if 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.</li> <li>○ if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10 day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person</li> </ul> </li> </ul>				
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		<p>first had symptoms, following <u>guidance for households with possible or confirmed coronavirus (COVID-19) infection</u></p> <ul style="list-style-type: none"> <li>• Evidence should not request of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation</li> <li>• In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</li> </ul>				
<p><b>Response to infection</b></p> <p>12. Contain any outbreaks</p>		<ul style="list-style-type: none"> <li>• If two or more cases are confirmed within 10 days or an overall rise in sickness absence where COVID-19 is suspected, there may be an outbreak and the local health protection will advise on any additional action required.</li> <li>• Follow local health protection advice, this may include a larger number of other pupils self-isolate at home as a precaution.</li> <li>• In consultations with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be</li> </ul>		<p>Head/governors/ public health</p>		

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		dispatched to test others who may have been in contact with the person who tested positive.			
Attendance		<ul style="list-style-type: none"> <li>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.</li> <li>Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school in all local restriction tiers.</li> </ul>		<p>Head and FLO monitor all student illness.</p> <p>There are currently (8/1/2021) no CEV children</p> <p>No CEV as of 1/3/2021</p>	
Workforce		<p><b>Clinically extremely vulnerable (CEV)</b></p> <ul style="list-style-type: none"> <li>Clinically extremely vulnerable people should not go to the workplace if they live or work in areas where shielding advice is active.</li> </ul> <p><b>Pregnant women</b></p> <ul style="list-style-type: none"> <li>Pregnant women are considered 'clinically vulnerable' or in some cases 'clinically extremely vulnerable' to coronavirus (COVID-19) and therefore require special consideration as set out in the <u>guidance for pregnant employees</u>. Employers should carry out a risk assessment to follow the Management of Health and Safety at Work Regulations 1999 (MHSW). Pregnant women of any gestation should not be required to continue working if this is not supported by the risk assessment.</li> </ul>		<p>Head</p> <p>The school have not been notified of any CEV adults</p> <p>Individuals should report CEV status to head</p> <p>If a staff member is CEV the head will arrange for flexible work and transferring learning online</p> <p>Head</p> <p>Head has not been notified of any pregnant staff.</p> <p>If this changes an individual risk assessments will be carried out</p>	

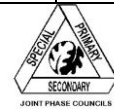
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	<ul style="list-style-type: none"> <li>• Women who are 28 weeks pregnant and beyond, or are pregnant and have an underlying health condition that puts them at a greater risk of severe illness from COVID-19 at any gestation, should take a more precautionary approach. Employers should ensure pregnant women are able to adhere to any active national guidance on social distancing and/or advice for pregnant women considered to be clinically extremely vulnerable (this group may previously have been advised to shield).</li> </ul> <p><b>Clinically vulnerable</b></p> <ul style="list-style-type: none"> <li>• Clinically vulnerable staff can continue to attend school. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission.</li> <li>• This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 6 of the 'prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from</li> </ul>		<p>in addition to this risk assessment</p> <p>Head</p> <p>The school have not been notified of any CV adults</p> <p>If a staff member is CV the head will arrange for flexible work arrangements. Individuals must report CV status to the head</p> <p>Any member of staff who may need first aid support due to an underlying health condition should speak in confidence to the Head or the adult first aiders (Sophie Elliot, Dawn Smith, Heloise Dennehy)</p>		
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		<p>other adults including older children and adolescents.</p> <ul style="list-style-type: none"> <li>• People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor</li> </ul>				
Emergencies		<ul style="list-style-type: none"> <li>• All pupil emergency contact details are up-to-date, including alternative emergency contact details, where required.</li> <li>• Parents are contacted as soon as practicable in the event of an emergency.</li> <li>• Pupil alternative contacts are called where their primary emergency contact cannot be contacted.</li> <li>• The school has an up-to-date First Aid Policy in place which outlines the management of medical emergencies – medical emergencies are managed in line with this policy.</li> <li>•</li> </ul>		<p>Office/Head</p> <p>Emergency contacts have been reviewed and parents reminded to inform the school office of any changes</p> <p>Procedures are in place and first aid training (adult and paediatric) is up to date</p>		
Managing School Transport		<ul style="list-style-type: none"> <li>• Parents and pupils are encouraged to walk or cycle to their education setting where possible.</li> <li>• Parents and pupils are discouraged from using public transport, where possible particularly during peak times.</li> <li>• For more information on home to school transport - <a href="https://www.surreycc.gov.uk/education/schools-recovery-phase">COVID-19 Schools recovery phase - Surrey County Council (surreycc.gov.uk)</a></li> <li>• Where possible, transport arrangements are organised to cater for any changes to start and finish times.</li> </ul>		<p>Head</p> <p>Parents are advised not to use public transport</p> <p>Most of the schools families drive or walk</p>		



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	<ul style="list-style-type: none"> <li>• Transport providers are advised that they do not work if they or a member of their household are displaying any symptoms of coronavirus.</li> <li>• Transport providers, as far as possible, are advised of the need to follow hygiene rules and try to keep distance from their passengers.</li> <li>• Revised travel plans are communicated clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times).</li> </ul>				
Residential/Boarding	<ul style="list-style-type: none"> <li>• All care staff continue to undertake individual risk assessments, activity risk assessments, placement plans and Covid specific individual Risk assessments.</li> <li>• For information on how to care for a symptomatic child while protecting the welfare of other pupils and staff, read the <u><a href="#">guidance on isolation for residential educational settings</a></u>.</li> </ul>				

This risk assessment has been agreed by the following:

Name	Date	Designation	Organisation	Signature