




| RISK ASSESSMENT DETAILS  |  | RISK RATING & EVALUATION OF RESIDUAL RISK   |  |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
|--|--|---|--|---|--|---|--|------------|--|-------|--------------|--------------------------------|-----------------|--|----------------------|---------|----------------------------------|----------|-----------------------------------|---|----------|--------------------|----------|------------------------------|-------|----------------------|----------|---------------------------------------|---------------|-------------------------------------|--------|--------------------------------|----------------------|
|  | Ebor Academy Trust   |   |  |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
| <b>Academy</b>   | Lakeside Primary Academy   |   |  |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
| <b>TITLE OF RISK ASSESSMENT</b>  | Covid 19 Risk Assessment – January 2022                                    |   |  |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
| <b>DETAILS OF ACTIVITY</b>   |  |   |  |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
| A full site Covid Risk Assessment allowing for additional Government Guidance after introduction of 'Plan B', 13 <sup>th</sup> December 2021 |  |   |  |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
| <b>RISK ASSESSMENT LOG REF</b>   |  |   |  |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
| <b>OTHER RISK ASSESSMENTS CROSS REFERENCED*</b>  |  |   |  |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
| <b>WORKPLACE INSTRUCTION REF</b>   |  |   |  |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
| <b>DATE OF ASSESSMENT</b>  | 04.01.2022   |   |  |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
| <b>MANAGER CARRYING OUT RISK ASSESSMENT</b>  | Andy Roberts, Ebor Health and Safety Officer                               |   |  |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
| <b>NAME OF EMPLOYEE CONSULTED</b>  | Helen Hayes-Smith<br>Julie Gunnell<br>Mike Coles H&S Governor<br>All staff |   |  |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
| <b>LOCATION OF ACTIVITY</b>  | Oakdale Road, Clifton Moor, York YO30 4YL                                  |   |  |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
| <b>Headteacher</b><br>Please sign to confirm you understand the risks and are taking the precautions necessary to reduce the risk.           |  |   |  |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
| <b>Signature</b>   | <b>Date</b>  |   |  |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
| H.Hayes-Smith  | 05/01/2022   |   |  |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
|  |  | <b>Assessing level of residual risk = impact x likelihood</b>   |  |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
|  |  | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #d3d3d3;">IMPACT</th> <th colspan="3" style="background-color: #d3d3d3;">LIKELIHOOD</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d3d3d3;">Catastrophic</td> <td>People in immediate danger (5)</td> <td style="background-color: #d3d3d3;">Highly Probable</td> <td>The event is extremely Foreseeable (5)</td> <td>More likely to occur</td> </tr> <tr> <td style="background-color: #d3d3d3;">Major</td> <td>Harm is more likely than not (4)</td> <td style="background-color: #d3d3d3;">Probable</td> <td>The event is very Foreseeable (4)</td> <td rowspan="3" style="text-align: center; vertical-align: middle;">  </td> </tr> <tr> <td style="background-color: #d3d3d3;">Moderate</td> <td>Harm is likely (3)</td> <td style="background-color: #d3d3d3;">Possible</td> <td>The event is Foreseeable (3)</td> </tr> <tr> <td style="background-color: #d3d3d3;">Minor</td> <td>Harm is unlikely (2)</td> <td style="background-color: #d3d3d3;">Unlikely</td> <td>The event is not very Foreseeable (2)</td> </tr> <tr> <td style="background-color: #d3d3d3;">Insignificant</td> <td>Remote chance of dangerous harm (1)</td> <td style="background-color: #d3d3d3;">Remote</td> <td>The event is unforeseeable (1)</td> <td>Less likely to occur</td> </tr> </tbody> </table> |  |   |  | IMPACT  |  | LIKELIHOOD |  |       | Catastrophic | People in immediate danger (5) | Highly Probable | The event is extremely Foreseeable (5) | More likely to occur | Major   | Harm is more likely than not (4) | Probable | The event is very Foreseeable (4) |  | Moderate | Harm is likely (3) | Possible | The event is Foreseeable (3) | Minor | Harm is unlikely (2) | Unlikely | The event is not very Foreseeable (2) | Insignificant | Remote chance of dangerous harm (1) | Remote | The event is unforeseeable (1) | Less likely to occur |
| IMPACT   |  | LIKELIHOOD  |  |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
| Catastrophic   | People in immediate danger (5)   | Highly Probable   | The event is extremely Foreseeable (5) | More likely to occur  |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
| Major  | Harm is more likely than not (4)   | Probable  | The event is very Foreseeable (4)      |  |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
| Moderate   | Harm is likely (3)   | Possible  | The event is Foreseeable (3)           |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
| Minor  | Harm is unlikely (2)   | Unlikely  | The event is not very Foreseeable (2)  |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
| Insignificant  | Remote chance of dangerous harm (1)  | Remote  | The event is unforeseeable (1)         | Less likely to occur  |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
|  |  | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="background-color: #0000ff; color: white;">What the final score tells you in relation to level of risk</th> </tr> </thead> <tbody> <tr> <td style="background-color: #0000ff;"></td> <td style="text-align: center;">1 – 5</td> <td style="text-align: center;">Very Low</td> </tr> <tr> <td style="background-color: #00ff00;"></td> <td style="text-align: center;">6 – 10</td> <td style="text-align: center;">Low</td> </tr> <tr> <td style="background-color: #ffff00;"></td> <td style="text-align: center;">12 – 15</td> <td style="text-align: center;">Medium</td> </tr> <tr> <td style="background-color: #ffa500;"></td> <td style="text-align: center;">16 – 20</td> <td style="text-align: center;">High</td> </tr> <tr> <td style="background-color: #ff0000;"></td> <td style="text-align: center;">21 - 25</td> <td style="text-align: center;">CRITICAL</td> </tr> </tbody> </table>   |  |   |  | What the final score tells you in relation to level of risk |  |            |  | 1 – 5 | Very Low     |                                | 6 – 10          | Low                                    |                      | 12 – 15 | Medium                           |          | 16 – 20                           | High  |          | 21 - 25            | CRITICAL |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
| What the final score tells you in relation to level of risk  |  |   |  |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
|  | 1 – 5  | Very Low  |  |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
|  | 6 – 10   | Low   |  |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
|  | 12 – 15  | Medium  |  |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
|  | 16 – 20  | High  |  |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |
|  | 21 - 25  | CRITICAL  |  |   |  |   |  |            |  |       |              |                                |                 |  |                      |         |                                  |          |                                   |   |          |                    |          |                              |       |                      |          |                                       |               |                                     |        |                                |                      |

Following the new variant, Omicron, and the introduction of Plan B across England; it is critical that safety and wellbeing is at the forefront of all of our thinking. The guidance and actions for schools; updated 9<sup>th</sup> December 2021 can be found here:

<https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19>

The 4 control measures for the return to school are to:

- 1) Ensure good hygiene for everyone.
- 2) Maintain appropriate cleaning regimes.
- 3) Keep occupied spaces well ventilated.
- 4) Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.

In putting the risk assessment together we have taken on board the Government guidance and advice.

You should ensure that key contractors/visitors to settings are aware of the school's control measures and ways of working.

As Covid-19 becomes a virus that we learn to live with, there is an imperative to reduce the disruption to children's and young people's education.

Schools should aim to deliver face-to-face, high quality education to all pupils, unless instructed otherwise by the Government.

This risk assessment should be treated as a 'living' document with regular review and updates, as appropriate. The actions for schools are in the document linked here:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

Hygiene remains an important control measure and enhanced cleaning procedures must remain central to all activities.

Where it becomes difficult to mitigate or reduce the risk,; e.g. lack of cleaning staff; or a measure is not deemed appropriate, you must note your reasoning. CST will then work with you to consider the best course of action which could include:

- a) Transfer the risk e.g. contract a company to clean and manage waste, engage with Department of Public Health
- b) Accept the risk; this may be where the cost or impact on people is greater than the risk of transmission

Although we have produced this generic document, we recognise that every school is different, and we therefore expect each school to take a rigorous approach to interpreting risks in the context of their schools and to add any additional risks they may identify.

The risk assessment is a critical step in ensuring safety, so you must make sufficient time to ensure this is completed thoroughly and by staff who have been trained in undertaking a risk assessment. If unsure please contact Andy Roberts for guidance.

Despite putting the measures in place, there is always going to be a residual level of risk. Having reflected on the preventative measures you will put in place, please score the residual risk in terms of the likelihood of the risk manifesting and the impact.

***Risks change so you must review risks on an on-going basis and put measures in place to ensure safety, and also check that the measures put in place are working to ensure the controls are:***

- ***effective***
- ***working as planned***
- ***updated appropriately considering any issues identified***

### **Contingency Plans**

We continue to learn more about the impacts of the Omicron variant. To prepare for any possible changes in public health advice, we ask that you review your existing contingency plans to ensure you are well prepared to implement them in case of any future changes.

| RISK BEING ASSESSED   | PERSONS<br>AT RISK & HOW<br>e.g. employees, pupils,<br>customers, contractors,<br>members of public, other | MEASURES TO REDUCE RISK   | HOW YOU WILL IMPLEMENT AND<br>REINFORCE THESE MEASURES.<br><br><i>If you propose to accept the risk as you are<br/>unable to mitigate it, please note this.</i>   | PLEASE DETAIL ANY LIMITATIONS<br>AS A RESULT OF YOUR<br>ENVIRONMENT.<br><br><i>If you feel preventative measures are<br/>not possible or appropriate, please<br/>state this along with your reasons</i> |
|---|--|---|---|---|
| <b>ENSURE GOOD HYGIENE FOR EVERYONE</b><br><br><a href="https://e-bug.eu/search.php?cc=eng&amp;search=covid">https://e-bug.eu/search.php?cc=eng&amp;search=covid</a><br><br><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/the-use-of-personal-protective-equipment-ppe-in-education-childcare-and-childrens-social-care-settings-including-for-aerosol-generating-procedure">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/the-use-of-personal-protective-equipment-ppe-in-education-childcare-and-childrens-social-care-settings-including-for-aerosol-generating-procedure</a> |  |   |   |   |
| Hand washing facilities and/or availability of hand sanitiser   | Staff<br>Pupils<br>Visitors/Volunteers<br>Contractors  | <p>Cleaning teams to ensure all hand washing stations and hand sanitisers are kept well stocked.</p> <p>Teachers/Support staff to instigate and supervise handwashing at regular key points throughout the day.</p> <p>All persons present on premises will follow handwashing protocol at regular key points throughout the day.</p> | <p>Risk mitigated by existing controls.</p> <p>Staff briefing to remind all staff that hand washing must take place when children arrive at school, after break times/ PE (outside time) and before eating.</p> <p>Staff not present at the meeting will have email shared asking staff to be mindful of hand washing routines.</p> <p>Teaching teams to be clear with children of the importance of handwashing and when this will be carried out.</p> <p>All staff to be clear of handwashing expectations.</p> | N/A   |

|   |   |   |  |     |
|---|---|---|--|-----|
|   |   |   | <p>Posters displayed and shared with children</p> <p>Regular briefings via Google Meet at 8.15am to share updates/ where staff can raise concerns</p> <p>Hand sanitiser to be available at key points: entrance (signing in system), staff room, photocopier and to be used prior to accessing these facilities</p> <p>All classrooms to have hand sanitiser.</p> <p>Admin to check dispensers regularly.</p>  |     |
| Catch it, bin it, kill it – respiratory hygiene | Staff<br>Pupils<br>Visitors/Volunteers<br>Contractors | <p>Tissues made available for coughs and sneezes.</p> <p>Encourage coughing/ sneezing into elbow if tissues are not to hand.</p> <p>Dispose of waste immediately in appropriate receptacle.</p> | <p>Risk mitigated by existing controls.</p> <p>All classes to have access to tissues. Stock orders to be organised by Admin if there is low stock. Staff to report when running low.</p> <p>Discussions with pupils to be carried out by all teaching staff to remind the children of these expectations.</p> <p>Staff briefing to consider the implications of this guidance not being followed.</p> <p>Posters displayed and shared with children.</p> | N/A |
| Lack of information regarding hygiene           | Staff, Pupils<br>Visitors/Volunteers<br>Contractors   | Signage to remind everyone about hygiene in key areas: ie: near sinks, WC's, in corridors, etc  | <p>Posters will be put in place around school, as visual reminders.</p> <p>Refresh existing posters regularly.</p> <p>Each classroom has a sink which will be used</p> <p>Posters displayed.in toilets and sinks</p>   | N/A |

|   |  |   |   |              |
|---|--|---|---|--------------|
|   |  |   | <p>Regular reminders and education</p> <p>Red spray bottles with soap in are used to spray onto children's hands as they head to the sink.</p> <p>Staff in each classroom responsible for checking in place.</p> <p>Admin to follow up and check.</p>   |              |
| Use of PPE  | <p>Staff</p> <p>Pupils</p> <p>Visitors/Volunteers</p> <p>Contractors</p> | <p>If staff would like to wear PPE in and around the school, this is a personal choice. PPE will still be made available for use by all staff members, if required.</p> | <p>Communicated to staff via sharing Risk Assessment.</p> <p>Staff to wear masks in corridors and in communal areas.</p> <p>Remind staff of expectations when using PPE.</p> <p>Poster displayed</p> <p>Consult staff to discuss whether the team would prefer to wear PPE or not. Some staff will continue to use face masks.</p> <p>Admin to check stock levels of PPE and where low numbers replenish these.</p> <p>Admin to order LFT kits when numbers drop and monitor the numbers.</p> <p>Staff to inform admin if they have used PPE</p> <p>Admin to monitor.</p> | N/A          |
| <b>HAVING PUT CONTROLS IN PLACE<br/>WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</b> |  | <b>Likelihood</b>   | <b>Impact</b>   | <b>Score</b> |
|   |  | 3   | 2   | 6            |

## AREAS OF CONCERN

### MAINTAIN APPROPRIATE CLEANING REGIMES

<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>

|  |   |  |  |                       |
|--|---|--|--|-----------------------|
| Virus transmissible via 'touch points'   | Staff<br>Pupils<br>Visitors/Volunteers<br>Contractors | Enhanced cleaning at key points during the day should take place.<br><br>Ideally timed after school arrival time and after lunch time session. | Cleaning team to conduct enhanced cleaning to all touch points twice a day using standard approved products, such as detergent.<br>Toilet area to be cleaned a minimum of twice a day. After lunch and afternoon<br>Checklist in place<br>Cleaning of touch points carried out by staff throughout day.<br>Cleaning log to be completed by staff and checked by SLT / Admin<br>Additional cleaner to be employed or existing cleaners to complete additional hours | N/A                   |
| <b>HAVING PUT CONTROLS IN PLACE<br/>WHAT IS THE RESIDUAL RISK FOR THIS AREA(Potential Impact x Likelihood)</b> |   | <b>Likelihood</b><br><br>3   | <b>Impact</b><br><br>3   | <b>Score</b><br><br>9 |

## AREAS OF CONCERN

### KEEP OCCUPIED SPACES WELL VENTILATED

<https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation/index.htm>

|   |   |   |   |              |
|---|---|---|---|--------------|
| Lack of air flow  | Staff<br>Pupils<br>Visitors/Volunteers<br>Contractors | <p>External windows should be opened to increase natural air flow within rooms.</p> <p>It is important to ensure areas are well ventilated and a comfortable teaching environment is maintained.</p> <p>Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are <b>not fire doors</b> and where safe to do so).</p> <p>You should balance the need for increased ventilation while maintaining a comfortable temperature.</p> | <p>All windows to be opened from the start of the day Class teachers to be responsible for their own classrooms. Site Manager to open shared area windows and doors including ceiling vents.</p> <p>Internal doors to be left open if not fire doors.</p> <p>Teachers to be responsible for own classroom areas</p> <p>Air monitors to be plugged in and monitored regularly.</p> |              |
| Poorly ventilated spaces  | Staff<br>Pupils<br>Visitors/Volunteers<br>Contractors | <p>Poorly ventilated spaces should be identified and steps taken to improve fresh air flow in these areas. Particular consideration should be given where visitors (eg: parents) are on site, for example, school plays.</p>  | <p>Windows open.</p> <p>Staff to avoid congregating in bottleneck areas (admin areas, photocopier areas, staff room, toilet areas).</p> <p>Staffroom to have a maximum of 10 people in the room at any one time.</p> <p>Staff to wear masks in corridors and in communal areas.</p>   |              |
| <b>HAVING PUT CONTROLS IN PLACE<br/>WHAT IS THE RESIDUAL RISK FOR</b> |   | <b>Likelihood)</b>  | <b>Impact</b>   | <b>Score</b> |



|   |   |   |  |
|---|---|---|--|
| THIS AREA (Potential Impact x Likelihood)   | 3   | 3   | 9  |
| AREAS OF CONCERN  |   |   |  |
| <b>FOLLOW PUBLIC HEALTH ADVICE ON TESTING, SELF ISOLATION AND MANAGING CONFIRMED CASES OF COVID-19</b><br><a href="https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/">https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/</a> |   |   |  |
| When an individual develops COVID-19 symptoms or has a positive test  | Staff<br>Pupils<br>Visitors/Volunteers<br>Contractors | <p>Pupils, staff and other adults should follow public health advice on when to self-isolate and what to do. They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine). If anyone in your school develops COVID-19 symptoms, however mild, you should send them home and they should follow public health advice.</p> <p>For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household.</p> <p>If a pupil is awaiting collection, they should be left in a room on their own if possible and safe to do so.</p> <p>A window should be opened for fresh air ventilation if possible.</p> | <p>Refer to Ebor Flowchart email entitled <i>Self-isolation and testing requirements flow chart</i> dated 15<sup>th</sup> December 2021 (TM).</p> <p>Covid 19 room to be used for those who show symptoms. All staff to be vigilant when using the room should a child need to be brought to this space.</p> <p>PPE to be located within all classrooms and within the Covid 19 isolating space.</p> <p>Recap protocols and procedures should a child display symptoms of COVID19.</p> |

|                        |   |   |   |  |
|------------------------|---|---|---|--|
|                        |   | Appropriate PPE should also be used if close contact is necessary. Any rooms they use should be cleaned after they have left.   |   |  |
| Asymptomatic testing   | Staff<br>Pupils<br>Visitors/Volunteers<br>Contractors | <p>Testing remains important in reducing the risk of transmission of infection within schools.</p> <p>Staff in settings should commence testing from 3 working days before the start of term.</p> <p>Pupils in secondary school settings should test twice weekly at home before returning to school (or at a pre-arranged testing day at school) when this will be reviewed.</p> <p>Staff should undertake twice weekly home tests and report their test results.</p>  | Refer to Ebor Flowchart email entitled <i>Self-isolation and testing requirements flow chart</i> dated 15 <sup>th</sup> December 2021 (TM). |  |
| Confirmatory PCR tests | Staff<br>Pupils<br>Visitors/Volunteers<br>Contractors | <p>Any person with a positive LFD test result should self-isolate in line with the stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection. They will also need to get a free PCR test to check if they have COVID-19.</p> <p>Whilst awaiting the PCR result, the individual should continue to self-isolate.</p> <p>If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and they can return to school, as long as the individual doesn't have COVID-19 symptoms.</p> | Refer to Ebor Flowchart email entitled <i>Self-isolation and testing requirements flow chart</i> dated 15 <sup>th</sup> December 2021 (TM). |  |
| Other considerations   | Staff<br>Pupils                                       | All clinically extremely vulnerable (CEV) people should attend their setting unless they  |   |  |

|                           |   |  |   |  |
|---------------------------|---|--|---|--|
|                           | Visitors/Volunteers<br>Contractors                    | are one of the very small number people under paediatric / specialist care who have been advised by their clinician or other specialist not to attend.<br><br>Further information is available in the guidance on supporting pupils at school with medical conditions.   |   |  |
| Contact Tracing           | Staff<br>Pupils                                       | If a member of staff is notified by Track and Trace and identified as a close contact, all eligible staff/pupils are strongly recommended to take an LFD each day for 7 days and report the results online. If they test negative, they can continue to attend their education setting. Outside of the education setting, they should continue to follow national guidance.  | <a href="https://www.gov.uk/government/news/daily-rapid-testing-for-covid-19-contacts-launches-this-week">https://www.gov.uk/government/news/daily-rapid-testing-for-covid-19-contacts-launches-this-week</a> |  |
| Visiting parents / carers | Visitors/Parents/<br>Carers                           | Schools are requested to ask parents/carers and other visitors to take a lateral flow device (LFD) test before attending a school event, as detailed in message from the Secretary of State for Education dated 16.12.2021.  | Communication with community prior to events.   |  |
| Outbreak of Covid-19      | Staff<br>Pupils<br>Visitors/Volunteers<br>Contractors | For most settings, the thresholds for declaring an outbreak is considered as:<br><ul style="list-style-type: none"> <li>• 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or</li> <li>• 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period</li> </ul> Records of positive cases will be kept by the school office to identify levels of Covid-19 within school. | Refer to Ebor Local Outbreak Management Plan<br>Refer to DfE Contingency Framework<br>Consult with Public Health England  |  |

| HAVING PUT CONTROLS IN PLACE<br>WHAT IS THE RESIDUAL RISK FOR<br>THIS AREA (Potential Impact x<br>Likelihood) | Likelihood | Impact | Score |
|---|------------|--------|-------|
|   | 3          | 3      | 9     |
| AREAS OF CONCERN  |            |        |       |