

## Bridstow CE Primary School

## Risk Assessment Form

Assessor: <b>Nick O'Sullivan</b>	Date: <b>05 January 2021</b>	Activity: <b>Interim operations at School due to reduced staff numbers. Lockdown 3 COVID19. Vulnerable &amp; Key Worker children in School</b>	Location: <b>Bridstow CE Primary School</b>
Standard of dress for activity (if relevant)		PPE required: <b>Disposable Gloves, Aprons, Face masks, Fluid Resistant Face Masks, Goggles*</b>	Other equipment used during activity:
Persons exposed (please tick):	<b>Employees</b> <input checked="" type="checkbox"/>	<b>Pupils</b> <input checked="" type="checkbox"/>	<b>Public</b> <input type="checkbox"/>
	<b>Others</b> <input checked="" type="checkbox"/>	<b>Expectant Mothers</b> <input type="checkbox"/>	
<b>Hazards Identified – Guidance Note:</b> Look at the activity and identify hazard(s), tick if present and significant. If unsure, class as significant. Remember, whenever possible assessments should be carried out as a GROUP activity. The assessment should ignore trivia and everyday hazards. Blank/empty boxes should be used when hazards not mentioned are present.			
<b>Physical Injury Hazards</b>		<b>Physical Agents and Hazardous Substances</b>	<b>Miscellaneous</b>
Hit by moving vehicles		<b>Hazardous substances</b>	<input checked="" type="checkbox"/> Display Screen Equipment
Contact with moving part of a machine		Micro organisms	<b>Hot work/fire hazards</b> <input checked="" type="checkbox"/>
Hit by moving materials/substances i.e. water		Ionising radiation	Vibration
Fall(s) from height		Noise	Restricted access
Slips, trips and falls from the same level		Pressure systems	Manual handling
Contact with/ use of live electrical equipment		Ultraviolet light	Lone working
Contact with cold objects		Lasers	Confined spaces
Contact with hot objects		Flammable liquid/solids	Waste produced by activity
<b>Contact with sharp objects</b>	<input checked="" type="checkbox"/>	Extremes of Temperature	<b>Stress</b> <input checked="" type="checkbox"/>
Impact with objects			Posture
Physical attack			<b>Unauthorised entrance to site</b> <input checked="" type="checkbox"/>
Finger “nips”			<b>Lack of trained First Aiders</b> <input checked="" type="checkbox"/>
<b>Danger to others from failure of pupils to comply with safety instructions from staff</b>	<input checked="" type="checkbox"/>		<b>Lack of trained Fire Wardens</b>
<b>Insufficient staff numbers to maintain safety</b>	<input checked="" type="checkbox"/>		<b>Lack of Safeguarding Key staff</b> <input checked="" type="checkbox"/>
			<b>Lack of SEN/ 1to1 support staff</b> <input checked="" type="checkbox"/>

Activity/Task/ Risk From	Hazard	Persons at Risk	Existing Control Measures	S	L	R	Res	Further Control Measures required	Date further measures completed by
<b>Insufficient staff numbers on site to maintain safety of pupils, staff &amp; visitors.</b>	<ol style="list-style-type: none"> <li>Lack of control &amp; supervision of pupils exposing them to unnecessary risk;</li> <li>Lack of adequate safeguarding response when pupils are in School;</li> <li>Lack of sufficient adults within School to maintain safety functions e.g. Fire Wardens.</li> </ol>	Pupils/ Staff/ Others	<ol style="list-style-type: none"> <li>Ongoing assessment of staff numbers available to cover required core functions, sickness and self-isolating impacts;</li> <li>Assessment of the impact of staff numbers &amp; roles who are invoking Section 44 (1) (d) &amp; (e) of Employment Rights Act 1996</li> </ol>	4	2	8	M	1.	
<b>Vulnerable or KW Parent Pupil XX displays challenging behaviour.</b>	<ol style="list-style-type: none"> <li>Pupils in vicinity may be accidentally or intentionally threatened during an incident;</li> <li>Pupil XX refuses to obey safety instructions or safeguarding procedures.</li> </ol>	Pupils/ Staff/ Others	<ol style="list-style-type: none"> <li>Diversion tactics and training given to likely staff;</li> <li><b>All</b> Incidents recorded and monitored to predict 'triggers' and effectiveness of procedures;</li> <li>Regular reporting to Other PR Parent/Police/ Probation/ SW's. Any meetings are witnessed and minutes taken;</li> <li>Routes to enter the School site when unauthorised,</li> </ol>	3	3	9	M	<ol style="list-style-type: none"> <li>Restraining Order sought/</li> <li>Exclusion from School premises</li> <li>Contact numbers for Other PR Parent/Police/ Probation/ SW's are kept current if needed to be contacted in an emergency;</li> <li>Local experience of the</li> </ol>	

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			<p>reported back and re-assess site security;</p> <p>5. Pupil XX must be removed from activities where he/she will not comply with safety instructions. Staff members should suspend the activity if this event occurs, as other students/ staff are being put at higher risk of injury;</p> <p>6. Experience of previous incidents will indicate necessary staffing levels &amp; experience required to deal with pupil(s).</p>					composition of certain pupil groups will dictate the required level of staff supervision.	
<p><b>Higher risk curriculum activities e.g. D&amp;T, PE, Science.</b></p>	<p>1. Pupils may not have sufficient supervision levels from the required, suitably experienced staff direct activities</p> <p>2. Pupils injured by cuts, impact and contact with science related substances.</p>	<p>Pupils/ Staff/ Others</p>	<p>1. Activities may need to be revised to take account of the staffing levels/ experience available;</p> <p>2. Numbers of pupils involved in the activity may need to be limited;</p> <p>3. Higher risk activities suspended for interim period where sufficient, experienced staff are not available e.g. PE with contact sports or D&amp;T with bladed tools;</p>	4	3	12	H		



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		<p>4. In considering what team sports can be offered, those whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government are permitted. Schools must only provide team sports on the list available at <a href="#">return to recreational team sport framework</a>;</p> <p>5. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups;</p> <p>6. Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within their own system of controls. For sport provision, outdoor sports should be prioritised where possible, and large indoor</p>						
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			spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene.					
<b>Lack of First Aiders/ Qualified Medical condition SEN support</b>	<ol style="list-style-type: none"> <li>1. No qualified First Aid response available;</li> <li>2. Pupils or staff receive inappropriate or no First Aid treatment;</li> <li>3. No trained SEN medical condition staff available therefore pupil cannot be treated/ supported safely e.g. diabetes/ epilepsy medication/ moving &amp; handling;</li> <li>4. Lack of required equipment &amp; supplies for safe</li> </ol>	Pupils/ Staff/ Others	<ol style="list-style-type: none"> <li>1. Experience of previous/ current support will dictate necessary staffing levels &amp; experience required to deal &amp; support with pupil(s) for the Schools likely first aid needs;</li> <li>2. Experience of School staffing levels required to maintain safe environments in the times where more accidents occur e.g. Breaks, Lunchtimes, PE with contact activities. These Break/ Lunchtime activities may need to be limited in duration or numbers involved or use of other staff/ volunteers. PE contact</li> </ol>	4	3	12	H	<ol style="list-style-type: none"> <li>1. Arrange with for other Cluster Schools to provide support with required stocks until delivery is received.</li> </ol>



	processes e.g. disposable gloves for personal care		<p>activities will always need appropriately qualified staff;</p> <p>3. Experience of previous/ current support will dictate necessary staffing levels &amp; experience required to deal &amp; support with SEN pupil(s) with ongoing medical needs e.g. 2 trained staff needed for Moving &amp; Handling lifts/ trained staff to support a pupil with Type 1 Diabetes;</p> <p>4. Confirm required levels of equipment &amp; first aid items e.g. anti-bacterial wipes, and monitor usage to identify prompt re-stocking.</p>						
<b>Lack of trained Fire Wardens</b>	<p>1. Delayed evacuation confirmation in a fire situation where fewer Fire Wardens take longer to confirm areas are 'clear';</p> <p>2. Fire wardens may have other training e.g. Fire Evacuation Chair, which may not be available in staff shortages;</p>	Pupils/ Staff/ Others	<p>1. Inform staff that on any day where there is a shortage of trained Fire Wardens in the School, that increased emphasis is now made upon accurate recording of pupil group numbers/ staff numbers/ visitors &amp; contractors in on school premises;</p> <p>2. Staff informed that on those days in (1) above that all persons evacuate the school</p>	4	3	12	H	1. Confirm that all Fire Exits are available for use when building is occupied. All staff will be responsible for this action each day upon entering classes	



	3. Fewer Fire Wardens may be exposed to greater risk as they will need longer to check more areas of the School than normal.		buildings upon hearing the fire alarm and a 'head count' is taken at Fire Assembly point; 3. If insufficient staff e.g. Fire Evacuation chair are not available, then feasibility of allowing persons who require assistance to evacuate as part of their PEEP must be considered. This may include limiting access to areas of the school.						
<b>Lack of Safeguarding trained staff</b>	1. Safeguarding support/ issues may not be acted upon correctly; 2. Other staff may not have the Safeguarding support required for emerging issues.	Pupils/ Staff	1. Experience of previous/ current Safeguarding support will dictate necessary staffing levels & experience required to deal & support with pupil(s) for the Schools current & likely safeguarding needs.	4	3	12	H	1. Arrange for other Cluster Schools DSL's to provide short term support via telephone or email if needed?	
<b>Stress upon staff members</b>	1. Roles may be overlapping with greater demands in shorter term; 2. Parents may make increased demands upon staff;	Staff	1. Prioritisation of important tasks for the School community for that day/ week; 2. Regular feedback & updates for remaining staff as a group activity;	3	3	9	M	Minimise/ only essential contact with staff members outside working hours.	

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	<p>3. Stress Pressures may be exerted upon staff members from other sources e.g. family members ill or isolated.</p>		<p>3. Staff kept informed of developments before students &amp; parent community;                  4. Staff aware of need to report concerns to School Management;                  5. Governing Body aware of the need to support Headteacher &amp; Leadership Team.</p>						
<p><b>Pupils &amp; staff with prior medical conditions deemed as 'Clinically extremely vulnerable'.</b></p>	<p>1. Persons with prescribed medical conditions and deemed as 'clinically extremely vulnerable' are more at risk from COVID19 effects.</p>	<p>Pupils Children/ Staff</p>	<p>1. Children, young people and staff who have been classed as clinically extremely vulnerable due to pre-existing medical conditions are advised again (wef 4<sup>th</sup> January 2021) to shield &amp; not attend school settings;                  2. A child/young person or a member of staff who lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, <u>can</u> attend their school, childcare or work setting;                  3. if a child/young person or staff member lives in a</p>	5	3	15	H	<p>1. Where genuine confusion exists in determining whether a child or staff member is deemed an extremely clinically vulnerable person, a copy of the DoH notification letter should be provided to the Headteacher;                  2. Staff &amp; Parents aware of the NHS 'track &amp; trace' process and</p>	





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			household with someone who is deemed clinically extremely vulnerable, it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, if they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, those individuals should not attend School or Nursery.					responsibility to inform school management if they are advised to socially isolate for 10 days because of a contact alert; 3. Under local restriction tier 3, staff and employers may wish to discuss flexibilities that support clinically extremely vulnerable staff, such as staggered start times to reduce travel during 'rush' hour.	
<b>Persons entering site with COVID19 symptoms</b>	1. Transmission of COVID19 to the School/ Nursery community.	Children/ Pupils/ Staff/ Others	1. Staff, children & pupils must not attend if they have symptoms or are self-isolating due to symptoms in their household or via receiving an alert from the NHS 'track & trace' process;	4	2	8	M	1. Remind parents & staff that the 10-day self-isolation period for persons displaying symptoms is still current.	



			2. School & Nursery settings <b>do not need</b> to take children/ pupil's temperatures every morning.					Household members need to isolate for 10 days from the day after the individual tested positive.	
<b>COVID19 virus being accidentally brought onto the site.</b>	<ol style="list-style-type: none"> <li>1. Transmission of COVID19 to the School/ Nursery community;</li> <li>2. Some BAME children/ pupils &amp; staff members are statistically at higher risk;</li> </ol>	Children/ Pupils/ Staff/ Others	<ol style="list-style-type: none"> <li>1. Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered;</li> <li>2. Ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach;</li> <li>3. Cleaning frequently touched surfaces e.g. books, toys, desks, chairs, doors, sinks, toilets, light switches, bannisters often using standard products, such as detergents and bleach;</li> <li>4. Minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout)</li> </ol>	4	2	8	M	<ol style="list-style-type: none"> <li>1. Where settings can keep children and young people in those small groups 2 metres away from each other, they should do so. Brief, transitory contact, such as passing in a corridor, is low risk;</li> <li>2. Determine which lessons or classroom activities can take place outdoors;</li> <li>3. School will continue with Breakfast &amp; After-School Clubs. If it is not possible to keep pupils in the</li> </ol>	

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			<p>and timetables (such as staggered break times);</p> <ol style="list-style-type: none"> <li>5. In the School Reception area, mark out a 2-metre exclusion zone <b>OR</b> use barrier screens for any visitors to remain behind whilst dealing with staff;</li> <li>6. For pre-school children in early years settings, the staff to child ratios within Early Years Foundation Stage will continue to apply, using these to group children into smaller groups;</li> <li>7. For primary schools, classes should normally be split in half, with <u>no more than 15 pupils per small group</u> and one teacher (and, if needed, a teaching assistant);</li> <li>8. Ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days;</li> <li>9. Ensure that, wherever possible, children use the same classroom or area of a</li> </ol>			<p>same Class or Year groups, then consistent groups in the Clubs will be adopted. School will advise parents to limit the number of different out-of-school settings providers they access, as far as possible;</p> <ol style="list-style-type: none"> <li>4. Adjusting the timetable and selection of classroom or other learning environment to reduce movement around the school or nursery building;</li> <li>5. Early Years groups &amp; Nursery:             <ol style="list-style-type: none"> <li>a. Keep small groups of children together throughout the</li> </ol> </li> </ol>	
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			<p>setting throughout the day, with a thorough cleaning of the rooms at the end of the day. We may consider seating pupils at the same desk each day if they attend on consecutive days. Different groups must not play sports or games together;</p> <p>10. Wearing a face covering or face mask in Primary schools or other EYFS education settings is not recommended by Government;</p> <p>11. If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their school/ nursery setting and needs direct personal care until they can return home. A fluid resistant (IIR type) face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then</p>			<p>day and to avoid larger groups of children mixing;</p> <p>b. Keep children in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days;</p> <p>c. Play equipment that is used, is appropriately cleaned between groups of children using it, &amp; that multiple groups do not use it simultaneously – if it cannot be appropriately cleaned it should not be used;</p>	
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			<p>gloves, an apron and a fluid resistant (IIR type) face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn;</p> <p>12. Sufficient handwashing facilities to be available. Where a sink is not nearby, hand sanitisers will be provided in classrooms and Nursery settings;</p> <p>13. Ensure that all adults and children are aware to:</p> <ul style="list-style-type: none"> <li>a. Frequently wash their hands with soap and water for 20 seconds and dry thoroughly.</li> <li>b. Clean their hands-on arrival at the School/ Nursery, before and after eating, and after sneezing or coughing;</li> <li>c. Encouraged not to touch their mouth, eyes and nose;</li> <li>d. Use a tissue or elbow to cough or sneeze and use</li> </ul>				<ul style="list-style-type: none"> <li>6. Removing unnecessary items from classrooms and other learning environments, where there is space to store it elsewhere, to improve space between children/ staff;</li> <li>7. Removing most soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) to reduce the risk of transmission;</li> <li>8. Lidded Bins for tissues, where possible, are emptied throughout the day;</li> <li>9. Staff &amp; Parents aware of the</li> </ul>	
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			<p>bins for tissue waste ('catch it, bin it, kill it');</p> <p>e. Ensure that help is available for pupils and children who have trouble cleaning their hands independently;</p> <p>14. Maximise natural &amp; mechanical ventilation throughout the school/ nursery setting (using CO2 checkers to assess ventilation needs). Any doors wedged open must be managed e.g. not left open when area is unoccupied, however windows can be left open to assist in purging the room with cool fresh air. Flexibility to allow additional, suitable indoor clothing;</p> <p>15. Accessing Classrooms directly from outside where possible * See local signage at the School;</p> <p>16. Stagger the following activities so that all children are not moving around the school/ nursery at the same time:</p>			<p>NHS 'track &amp; trace' process and responsibility to inform school management if they are advised to socially isolate for 10 days because of a contact alert.</p>	
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			<ul style="list-style-type: none"> <li>a. Assemblies;</li> <li>b. Break times including lunch. Dining areas must be cleaned between groups;</li> <li>c. Drop-off &amp; collection times;</li> <li>d. Implement one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the School/ Nursery setting where spaces are accessed by corridors;</li> <li>e. Monitor that toilets do not become crowded by limiting the number of children who use the toilet facilities at one time;</li> </ul> <p>17. Agree with BAME pupils, children &amp; staff whether it is advisable to remain away from school/ nursery settings and work at home – see <a href="http://www.ons.gov.uk">www.ons.gov.uk</a></p> <p>18. Parents/ Carers notified that if their child needs to be accompanied to the School or Nursery setting, only one parent/ carer should attend;</p>					
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		<p>19. Parents/ Carers and young people are notified of their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use);</p> <p>20. Notify Parents/ Carers that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely);</p> <p>21. Stagger the use of staff rooms and offices to limit occupancy to maintain social distancing. Remind staff to maintain social distancing in WC's e.g. one person in at a time;</p> <p>22. Using packaged meals or similar to avoid opening canteens.</p> <p>23. Minimise the amount of shared resources taken to home off the School/ Nursery site &amp; limit</p>						
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			<p>exchange of take-home resources between pupils and staff;</p> <p>24. Floor tape or paint to mark areas to help staff keep to a 2-metre distance in Offices, Staff rooms. PPA work in a common area should be avoided unless workstations &amp; shared equipment <b>must be</b> cleaned in between users;</p> <p>25. If staff meetings are necessary, keeping all attendees 2-metres apart, ensure they do not share objects, such as pens and paper, and have hand sanitiser accessible.</p>						
<b>Transport &amp; journeys to/ from School/ Nursery</b>	1. Transmission of COVID19 to the School community;	Children/ Pupils/ Staff/ Others	<p>1. School Management encourages parents and children to walk or cycle to their school/ nursery where possible;</p> <p>2. School Management will ensure that transport arrangements cater for any changes to start and finish times;</p>	4	2	8	M	1. School Minibus should not use 'face to face' seating layouts.	

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			<p>3. School Management will get written assurance that transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus;</p> <p>4. When using minibuses/ coaches:</p> <p>a. Substituting smaller vehicles with larger ones, or running 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and increase the amount of space between passengers;</p> <p>b. Cordoning off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out.</p>						
<p><b>Pupil/ Child or adult displays COVID19 symptoms whilst at</b></p>	<p>1. Transmission of COVID19 to the School/ Nursery community.</p>	<p>Children/ Pupils/ Staff/ Others</p>	<p>1. If anyone becomes unwell with a new, continuous cough or high temperature (37.8°C) or anosmia in an education or childcare setting, they must be sent home and advised to follow</p>	4	2	8	M	<p>1. Cleaning of the area(s) concerned is covered by a Post-COVID19 Infection Risk Assessment;</p>	



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<p><b>School/ Nursery.</b></p>			<p>the COVID-19: guidance for households with possible coronavirus infection guidance;</p> <ol style="list-style-type: none"> <li>2. If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people;</li> <li>3. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else;</li> <li>4. PPE should be worn by staff caring for the child while they await collection if a</li> </ol>			<ol style="list-style-type: none"> <li>2. Education settings as employers can book tests through an online digital portal. There is also an option for employees to book tests directly on the portal;</li> <li>3. Staff &amp; Parents aware of the NHS 'track &amp; trace' process and responsibility to inform school management if they are advised to socially isolate for 10 days because of a contact alert.</li> </ol>	
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			<p>distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs);</p> <p>5. In an emergency, call 999 if they are seriously ill or injured or their life is at risk. The person must not visit the GP, pharmacy, urgent care centre or a hospital;</p> <p>6. If a member of staff has helped someone who was unwell with a new, continuous cough or high temperature (37.8°C) or anosmia, <b><u>they do not need to go home unless they develop symptoms themselves</u></b> (and in which case, a test is available) or the child subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will</p>						
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			<p>reduce the risk of passing the infection on to other people;</p> <p>7. All staff and pupils/ children who are attending a school or nursery setting will have access to a test if they display symptoms of coronavirus and are encouraged to get tested in this scenario;</p> <p>8. Where the child, pupil or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation;</p> <p>9. Where the child, pupil or staff member tests positive, the rest of their Class or group within their Nursery should be sent home and advised to self-isolate for 10 days. The <u>other household members</u> of that wider class or group do not need to self-isolate <u>unless the child, young person or staff member they live with in that group subsequently develops symptoms.</u></p>					
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<b>Stress upon staff members</b>	<ol style="list-style-type: none"> <li>1. Roles may be overlapping with greater demands in shorter term;</li> <li>2. Parents may make increased demands upon staff;</li> <li>3. Stress Pressures may be exerted upon staff members from other sources e.g. family members classed as Vulnerable or isolated.</li> </ol>	Staff	<ol style="list-style-type: none"> <li>1. Prioritisation of important tasks for the School/ Nursery community for that day/ week;</li> <li>2. Regular feedback &amp; updates for remaining staff as a group activity;</li> <li>3. Staff kept informed of developments before pupils/ children &amp; parent community;</li> <li>4. Staff aware of need to report concerns to School Management;</li> <li>5. Governing Body aware of the need to support Headteacher &amp; Leadership Team.</li> </ol>	3	3	9	M	<ol style="list-style-type: none"> <li>1. Minimise/ only essential contact with staff members outside working hours.</li> </ol>	
<b>New &amp; Expectant Mother staff</b>	<ol style="list-style-type: none"> <li>1. School Management are aware that pregnant women from 28 weeks' gestation, or with underlying health conditions at any gestation, may be at greater risk of severe illness from coronavirus (COVID-19). This is because,</li> </ol>	NEM's	<ol style="list-style-type: none"> <li>1. All pregnant women should take particular care to practice frequent thorough hand washing, and cleaning of frequently touched areas in their home or workspace, and follow the measures set out in the system of control measures of this Risk Assessment to minimise the risks of transmission;</li> </ol>	3	3	9	M	<ol style="list-style-type: none"> <li>1.</li> </ol>	


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	<p>although pregnant women of any gestation are at no more risk of contracting the virus than any other non-pregnant person who is in similar health, for those women who are 28 weeks pregnant and beyond there is an increased risk of becoming severely ill, and of pre-term birth, should they contract coronavirus (COVID-19).</p>		<p>2. If School Management is notified that an employee is pregnant, breastfeeding, or has given birth within the last 6 months, School Management will check the workplace risk assessment to see if any new risks have arisen. If risks are identified during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, School Management will take appropriate sensible action to reduce, remove or control them;</p> <p>3.</p>						
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# Bridstow CE Primary School

**S (Severity of accident/ exposure) x L (Likelihood of that accident/exposure happening) = R (Result). Res = Risk Rating Score - L, M or H**

Assessment authorised by Headteacher			
Print Name: Dan Brearey		Signature: 	Date: January 2021
RISK RATING SCORE	RESIDUAL RISK LEVEL	MANAGERIAL ACTION	RISK RESULT
1 - 5	L - LOW	Monitor, no action normally required	Acceptable = Risk Level & Controls Acceptable
6 - 10	M - MEDIUM	Attempt to improve controls so far as is reasonably practicable	
11 - 25	H - HIGH	Priority action to be taken to apply control measures	Not Acceptable = Risk Level & Controls Not Acceptable – Further Action Required
The Risk Assessment should be reviewed where circumstances change and/or at least annually. Significant changes will require a new risk assessment. For minor changes complete the boxes below. Attach additional Assessment Review Pages as necessary.			
Assessment Review			
Reviewed by:		Review date: February 2021	Existing risk assessment valid? (Y/N):
Has the activity changed? (Y/N):	How:	New controls:	
Have new equipment or materials been introduced? (Y/N):	What:	New controls:	

