

<b>School/Academy:</b>	Crabtree Farm Primary School	<b>Date of assessment</b>	04/03/21	
<b>Who might be harmed?</b>	Pupils, staff, visitors and contractors	<b>How many are affected?</b>	Whole School	
<b>Lockdown Easing Status:</b>	<b>Step One (From 8<sup>th</sup> March)</b> (All schools will reopen)			
<b>Reference Document:</b>	<a href="#">DfE: Schools coronavirus (COVID-19) operational guidance (February 2021)</a>			
<b>Date</b>	<b>Summary of school position</b> (include numbers of staff working from home / shielding, bubble sizes)			
08/03/21	Full school reopen. All pupils and most staff to return to school. Some identified Clinically Extremely Vulnerable staff to continue working from home.			
<b>Hazard Aspect</b>	<b>Possible control measures</b>	✓ if in place ✗ if not or n/a	<b>Where:</b> ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	<b>Residual Risk rating</b> High, medium, low
<b>Communication</b>				
Staff	• This completed risk assessment is shared with staff. Signatures are obtained.	✓	Electronic signature sheet in RA folder on server. Dated when read.	low
	• Staff are encouraged to give regular feedback on the effectiveness of these control measures and plans, share suggestions and identify additional touch points.	✓	Staff to feedback to the SLT members in school, who will action accordingly.	
Parents/carers, pupils and visitors	• The relevant control measures from this risk assessment are communicated to parents, carers, pupils and visitors. This includes instructing children old enough not to touch staff and their peers where possible. Signage is installed wherever necessary as a reminder.	✓	Parents/carers will receive a letter to measures in place. Signage is placed around school.	low
	• If possible, a pdf version of this completed risk assessment published on the school's website to provide transparency of approach to parents, carers and pupils. (Do not include names	✓	RA placed on the website.	

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	where any personal details are recorded).			
	<ul style="list-style-type: none"> <li>Parents' are reminded, where necessary, of their duty to secure their child's regular attendance at school (unless they have symptoms, are a close contact of someone who has symptoms / tested positive or are shielding) and that the school has the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct.</li> </ul>	✓	Parents/carers sent reminder letter prior to school reopening. Regular reminders to be sent.	
Employer	<ul style="list-style-type: none"> <li>The completed risk assessment (v.5) is shared with the Governing Body and employer.</li> </ul>	✓	Shared with all staff.	low
Trade Unions	<ul style="list-style-type: none"> <li>The completed (v.5) risk assessment is shared with the recognised Trade Unions following sharing with the school's Governing Body. (Do not include names where any personal details are recorded).</li> </ul>	✓	Shared with Trade Unions.	low
<b>Contracting / transmitting Covid-19</b>				
Preventing symptomatic persons attending school	<ul style="list-style-type: none"> <li>Pupils, parents / carers and any visitors, such as suppliers, are informed not to enter the school if they are displaying any symptoms of coronavirus:                             <ul style="list-style-type: none"> <li>a new, continuous cough</li> <li>or a high temperature</li> <li>or has a loss of, or change in, their normal sense of taste or smell (anosmia)</li> </ul> </li> <li><a href="#">PHE Campaign posters are available here.</a></li> </ul>	✓	Information in parent/carer letter. Signage around school and on school gate.	low
	<ul style="list-style-type: none"> <li>For noting: 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.</li> </ul>	✓	Parent/carers advised as appropriate and measures taken as to their responses. All cases to be recorded on the school Covid Tracker.	
Individuals not accessing the	<ul style="list-style-type: none"> <li>Staff, their households and parents are encouraged to access the vaccination programme when it is available for their priority group.</li> </ul>	✓	In place	low

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vaccination programme	Posters are available here: <a href="https://coronavirusresources.phe.gov.uk/covid-19-vaccine/resources/">https://coronavirusresources.phe.gov.uk/covid-19-vaccine/resources/</a>			
Preventing persons who are at a higher risk of carrying the virus attending school <a href="#">Reference</a>	<ul style="list-style-type: none"> <li><b>Staff</b> are made aware of the current quarantine restrictions in their holiday arrangements if they visit countries outside the Common Travel Area (i.e. UK, the Crown Dependencies (Bailiwick of Jersey, Bailiwick of Guernsey and the Isle of Man) and Ireland), noting that quarantine may affect their ability to be available to return to the workplace.</li> </ul>	✓	Shared with all staff.	low
	<ul style="list-style-type: none"> <li><b>Parents and carers</b> are made aware of the current quarantine restrictions if they return from countries outside the Common Travel Area (i.e. UK, the Crown Dependencies (Bailiwick of Jersey, Bailiwick of Guernsey and the Isle of Man) and Ireland), noting that quarantine may affect their ability to comply with statutory attendance.</li> </ul>	✓	Parents and carers informed upon submitting a holiday form. This is re-iterated upon the potential return to school, to ensure all up to date guidance is followed.	
	<ul style="list-style-type: none"> <li>Records are kept of such visits.</li> </ul>	✓	Office/attendance officer will record any holidays and locations; including any quarantine on return.	
Reducing the number of persons on site	<ul style="list-style-type: none"> <li>The school considers whether it is feasible and appropriate for some roles, such as administrative roles to work from home, either full time or on a part time basis. The school considers whether it is feasible for teaching staff, particularly those in health groups whether they could virtually teach from home, either full or part time, using IT. (See "Persons at higher risk of becoming seriously ill" section)</li> </ul>	✓	Where staff are clinically extremely vulnerable they are working from home. Where concern lies for staff in any of the listed categories, this will be explored on an individual basis. Individual risk assessments completed for all appropriate staff. Where possible staff to work from home to reduce numbers of staff on site.	low
	<ul style="list-style-type: none"> <li>Contractors undertaking statutory testing and emergency and routine repairs are permitted on site. They are advised to arrange visits outside of the school day where possible and avoid arriving and leaving site during pupil pick up and drop off times. The number and duration of face to face contacts with adults is</li> </ul>	✓	In place. All contractors or visitors to the site are requested to complete a Covid-19 Visitor Form prior to arriving. Face to face meetings are reduced and held virtually where possible.	

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	limited as far as possible (e.g. less than 15 minutes in one day). 2 metre social distancing protocols are followed.			
	<ul style="list-style-type: none"> <li>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools, but are kept to the minimum. They particularly ensure they minimise contact and maintain as much distance as possible from other staff. The number of groups taught and locations worked in are minimised to reduce the number of contacts made.</li> <li>Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual.</li> </ul>	✓	In place, staff who work in multiple schools are required to social distance as much as possible. Must follow all guidance and RA's in place at schools and by own employers.	
	<ul style="list-style-type: none"> <li>The school continues hosting initial teacher training (ITT) trainees. Trainees continue to go into their school or college on placement to support teaching and also support schools in other ways, including supporting remote education, developing lesson materials and offering pastoral support.</li> </ul>	✓	In place – students are attending placements and following RAs in place (including Lateral Flow Testing).	
	<ul style="list-style-type: none"> <li>The School's coronavirus safety principles are communicated to essential visitors such as contractors, other non-school based services, external coaches, clubs and organisations for curricular and extra-curricular activities prior to any proposed visit.</li> <li>A dialogue is undertaken where necessary between the school and visitors regarding the schedule of the visit including the rooms to be visited and any points of discussion around social distancing and hygiene.</li> </ul>	✓	All visitors and contractors are advised of the systems in place prior to arrival. Visits will be arranged at quieter times of day. Key Covid-19 site specific safety principles are given in person/displayed in reception. Visitors to wear masks while on the school site and interacting with any other person. Where both parties agreed masks may be removed during a meeting, providing 2 metre distancing in a well ventilated space can be ensured. Good hygiene must also be followed.	
	<ul style="list-style-type: none"> <li>Parents/carers are informed that if their child needs to be accompanied to the school, only one parent/carer should attend if possible.</li> </ul>	✓	Information sent to parents/carers. Reminders sent regularly via text.	
	<ul style="list-style-type: none"> <li>Conversations with parent/carers are held on the telephone wherever possible. Parents/carers are informed not to enter the school building unless they have a pre-arranged appointment. The 2-metre social distancing rule applies to these meetings and kept as</li> </ul>	✓	Information sent to parent/carers. Communication with parents/carers to be via phone, text or Gateway app wherever and as much as possible.	

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	short as possible (e.g. less than 15 minutes).		2 meter markers outside classroom doors on playground to ensure lining up is socially distanced. Any parents/carers coming to the office, will queue outside until invited in (one at a time). All parents/carers asked to wear a face covering while on the school site.	
	<ul style="list-style-type: none"> <li>Non-essential visitors are asked remain away from site. In determining whether the visitor is essential consider whether the meeting can be undertaken remotely, whether there are any other health and safety, financial or other significant implications of not undertaking the visit.</li> </ul>	✓	In place	
	<ul style="list-style-type: none"> <li>Governor meetings held virtually if possible. Any Governor meetings held in school are undertaken following social distancing protocols.</li> <li>Governor monitoring visits are undertaken virtually if possible.</li> </ul>	✓	Meetings will continue virtually, until further notice.  Monitoring visits to happen virtually. Covid-19 monitoring protocol in place and ratified with governors.	
	<ul style="list-style-type: none"> <li>Schools do not host any performances with an audience. The school considers alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.</li> </ul>	✓	No performances help in person with an audience.	
Persons at higher risk of becoming seriously ill	<ul style="list-style-type: none"> <li><b>Clinically extremely vulnerable staff</b> are advised not to attend the workplace. CEV individuals are those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list). Staff who are identified as clinically extremely vulnerable should follow the published guidance.  The school has reviewed the list of staff who are identified as CEV, noting that the NHS have recently added individuals they after undertaking their NHS COVID-19 Population Risk Assessment.  Even when CEV staff have had both doses of the vaccine, they should continue to follow this shielding advice until further notice.</li> </ul>	✓	<p>All clinically extremely vulnerable staff are working from home and shielding.</p> <p>Following guidance/individual risk assessments as appropriate.</p>	low

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	See also staff welfare.			
	<ul style="list-style-type: none"> <li>• <b>Clinically extremely vulnerable pupils</b> are currently advised not to attend school. Copies of the shielding letter sent to CEV children are requested if necessary.</li> </ul>	✓	In place	
	<ul style="list-style-type: none"> <li>• The following measures are in place for <b>pregnant members of staff</b> and recorded on the pregnancy Covid risk assessment:                             <ul style="list-style-type: none"> <li>○ Up to 28 weeks: Avoid face to face contact, observe social distancing recommendations where possible.</li> <li>○ Over 28 weeks: Consider further precautions.</li> </ul> </li> </ul>	✓	All pregnant staff have an individual risk assessment in place.	
	<ul style="list-style-type: none"> <li>• Staff in the <b>BAME categories</b> have been individually reminded to observe good prevention practice in the workplace and home settings.  For noting: There is clear evidence that certain BAME groups have higher rates of infection, and higher rates of serious disease, morbidity and mortality. There is no strong evidence that ethnicity by itself (or genetics) is the sole explanation for observed differences in rates of severe illness and deaths. What is clear is that certain health conditions are associated with increased risk of serious disease, and these health conditions are often overrepresented in certain BAME groups. It is also clear that societal factors, such as occupation, household size, deprivation, and access to healthcare can increase susceptibility to COVID-19 and worsen outcomes following infection.</li> </ul>	✓	In place, discussed with appropriate staff.	
	<ul style="list-style-type: none"> <li>• <b>Clinically vulnerable</b> staff continue to attend school where it is not possible to work from home. They are individually reminded to observe social distancing where possible, face to face contact is avoided and the aide memoire is used.</li> </ul>	✓	In place, discussed with appropriate staff.	
	<ul style="list-style-type: none"> <li>• <b>Staff who live with</b> those who are clinically vulnerable or clinically extremely vulnerable are individually reminded to observe good prevention practice in the workplace and home settings.</li> </ul>	✓	In place, discussed with appropriate staff.	
School Visits	<ul style="list-style-type: none"> <li>• The school notes that the DfE advises against educational visits at</li> </ul>	✓	In place – no educational visits planned.	low



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	this time.			
Undertaking CPR / and First Aid	<ul style="list-style-type: none"> <li>The following information has been shared with school first aiders: <a href="https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm">Resuscitation Council UK Statement on COVID-19 in relation to CPR and resuscitation in first aid and community settings</a> <a href="https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm">www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm</a></li> <li>"It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands"</li> </ul>	✓	<p>Shared with all staff.</p> <p>Where possible children are supported to administer the first aid themselves with supervision.</p> <p>PPE is provided and staff assess what level is appropriate to the first aid required.</p> <p>Resuscitation face shields are located in all classroom first aid bags, trip first aid bags and the first aid resource cupboards (located outside year1 and in EYFS)</p> <p>Good hygiene routines to be followed.</p>	low
Persons becoming symptomatic whilst in school	<ul style="list-style-type: none"> <li>If anyone in the school becomes unwell with: <ul style="list-style-type: none"> <li>a new, continuous cough</li> <li><b>or</b> a high temperature</li> <li><b>or</b> has a loss of, or change in, their normal sense of taste or smell (anosmia)</li> </ul> </li> <li>they must: <ul style="list-style-type: none"> <li>be sent home and advised to follow '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>', 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.</li> </ul> </li> </ul> <p>Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.</p>	✓	<p>Should staff become unwell with symptoms, they will be sent home immediately and to access a PCR test..</p> <p>Should pupils become ill with symptoms, they will be placed in the Pink Room while awaiting their parent/carer collecting them. The room must be well ventilated and the pupil must sit on a plastic chair. PPE will be available for the staff member dealing with them and the door will be shut, but staff to observe pupil through window. Once pupil has left, the chair/room must be cleaned by the sanitisation team. Parent/carer advised to take pupil for a PCR test or isolate for 10 days.</p> <p>Locations where pupils could be isolated: Pink Room</p>	low
	<ul style="list-style-type: none"> <li>PPE is available in the event that someone becomes symptomatic on site and if a distance of 2 metres cannot be maintained: <ul style="list-style-type: none"> <li>a <b>face mask</b></li> <li><b>disposable gloves</b> and an <b>apron</b> if contact is necessary</li> <li><b>eye protection</b> if a risk assessment determines that there is a</li> </ul> </li> </ul>	✓	<p>Available throughout school</p> <p>Instructions on putting on/removing PPE shared with staff.</p> <p>Covid Kit placed in isolation room (Pink</p>	

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	risk of fluids entering the eye from, for example, coughing, spitting or vomiting.		Room).	
	<ul style="list-style-type: none"> <li>If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (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.</li> <li>Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</li> </ul>	✓	As above, plus cleaning staff will be informed and a deep clean will be carried out.	
	<ul style="list-style-type: none"> <li>Records of persons with symptoms consistent with coronavirus are kept (ref: tracker).</li> </ul>	✓	Covid-19 tracker in place to record any persons with symptoms and those isolating as a precaution.	
Test and Trace	<ul style="list-style-type: none"> <li>The <a href="#">latest NHS/PHE test and trace information</a> has been shared with staff and parents. In particular, parents are encouraged to get tests for their children if they develop symptoms.</li> </ul>	✓	Posters on site. Track and Trace privacy notice on school website.	low
	<ul style="list-style-type: none"> <li>The school understands the purpose of the school's own home test kits, has decided who makes the decision to offer the kit when they have a stock and by what criteria. <a href="#">Reference</a>. "You should only offer a home test kit to individuals who have developed symptoms while at school (or to their parent or carer if it is a pupil) in the exceptional circumstance that you believe they may have barriers to accessing a test elsewhere, and that giving them a home test kit directly will therefore significantly increase the likelihood of them getting tested." Note that to book a test at a centre they will need their own transport (or walk). To book either a test at a centre or to request a home test kit access to the internet and mobile phone is required, or by telephoning NHS on 119.</li> </ul>	✓	In place – each case will be considered individually as to whether one of the school's home testing kits will be offered.	
	<ul style="list-style-type: none"> <li>Swift action is taken when you become aware that someone who</li> </ul>	✓	In place – school to follow guidance from DfE and LA, should a positive test be recorded.	



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	has attended school has tested positive for coronavirus (ref. symptom summary sheet v.6)			
	• Staff and parent telephone numbers are checked for accuracy.	✓	In place	
	• Contact details, are kept of all other visitors to the school, including where possible, personal phone numbers.	✓	In place	
	• Ongoing records are kept of: <ul style="list-style-type: none"> <li>○ The names of pupils in the bubbles and members of staff who have accessed them.</li> <li>○ Any close contact that takes places between children and staff in different bubbles.</li> </ul> These details may be required at short notice outside the regular school day to enable the school to inform individuals to immediately self-isolate.	✓	Record on entrance for all classroom/bubbles for non-allocated staff to sign the date and time they enter. If working with a specific child (or child is removed from the room) also note their initials.	
	• Where staff have downloaded the NHS Covid app: <ul style="list-style-type: none"> <li>○ If staff keep their mobile phones on their person during the working day then the app can be left on.</li> <li>○ If staff's mobile phones are not kept on their person during the working day e.g. in a drawer or locker, they are asked to keep their mobile phones switched off or the app turned off (i.e. contact tracing paused)</li> </ul> Note that the Bluetooth capabilities of the contact tracing app can go through walls (consider classrooms where the teaching areas are back to back).	✓	In place. Information shared with staff.	
	• For noting: In the event that a pupil or member of staff reports symptoms, the rest of the bubble can continue to attend school awaiting the result of the test (apart from any siblings who are in, or not in, the same bubble who must also self-isolate with the rest of their household).	✓	In place – cases recorded on Covid-19 tracker. Work will be provided within 24 hours for pupils not in school as a precaution/self-isolating and while awaiting a test result of a household member.	
Lateral Flow Testing (LFT)	• School staff have been appointed a "COVID-19 Coordinator" who will be responsible for:	✓	In place – Headteacher and Senior Operations Administrator.	low

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	<ul style="list-style-type: none"> <li>communicating with stakeholders</li> <li>ensuring staff are using the right instructions and that they sign for the test kits using the 'test kit log'</li> <li>reporting incidents and carry out risk management</li> <li>storing and reporting any required data</li> <li>reordering tests when required</li> </ul> <p>They have read and understood the resources from the Primary portal.</p>			
	<ul style="list-style-type: none"> <li>The school has provided information to staff about the purpose and the process of the lateral flow testing including the recording of results. They are encouraged to take part. (See step 5 and model letter from the Govt. resources.)</li> </ul>	✓	Staff meeting to roll out process, including training material and power point.	
	<ul style="list-style-type: none"> <li>Persons are identified who wish to take part. This will include directly employed staff and non-directly employed peripatetic, catering and cleaning colleagues. Participants may join or leave the arrangement at any time.</li> </ul> <p>The two test days have been decided (3-4 days apart). (It is recommended that one of these test days is Monday.)</p>	✓	<p>Test days: Sunday and Wednesday evenings</p> <p>Staff have been informed of their rights. Any staff wishing to leave the arrangements have placed this in writing and their request logged.</p>	
	<ul style="list-style-type: none"> <li>Staff are reminded that:                             <ul style="list-style-type: none"> <li>A negative LFT does not eliminate the possibility of an infection. In particular it will not detect individuals who are recovering from having had the virus.</li> <li>A negative LFT does not allow the individual to pause compliance with covid rules within school, and social distancing and good hand hygiene outside the workplace.</li> <li>The testing programme does not replace current (PCR) testing policy for those with symptoms.</li> </ul> </li> </ul>	✓	<p>In place – information shared as part of staff training/roll out.</p> <p>Staff are required to follow all RAs in place.</p>	
	<ul style="list-style-type: none"> <li>Appropriate action is taken in the event of:                             <ul style="list-style-type: none"> <li>A negative test result</li> <li>A positive test result</li> <li>Two void test results</li> </ul> </li> </ul>	✓	In place	

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	<ul style="list-style-type: none"> <li>Necessary records of testing are kept.</li> </ul>	✓	Senior Operations Administrator records.	
Hygiene – General	<ul style="list-style-type: none"> <li>Correct handwashing and good hygiene are followed by staff, pupils, visitors and contractors. Pupils wash their hands at the designated times during the day and after certain activities:                             <ul style="list-style-type: none"> <li>On arrival at school</li> <li>After breaks and sport activities</li> <li>When they change rooms</li> <li>Early Years: after using wheeled bikes, trikes and other large, movable toys</li> <li>Before cooking and eating</li> <li>After sneezing or coughing</li> <li>After using the toilet</li> <li>Before leaving home</li> </ul> </li> </ul> <p>Note: Electric hand dryers may be used in schools</p>	✓	<p>In place and risk assessment shared with all staff. Hand washing routines/hand sanitising with gel and good hygiene explained to pupils.</p> <p>Pupils will wash hands/sanitise on arrival at school before going into classroom and then throughout the day e.g. after play, before dinner, before bedtime, after using toilet, after coughing/sneezing and at least every hour.</p> <p>Resources (e.g. soap, paper towels, warm water) available at all sinks and hand gel in all classrooms. It is a joint responsibility of all staff to ensure this is in place – alert cleaning staff to replenish.</p>	low
	<ul style="list-style-type: none"> <li>A process is in place for removing face coverings when pupils and staff who use them arrive at school. Pupils are instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</li> </ul>	✓	<p>Information shared with parents/carers in a letter and with children.</p> <p>Systems in place to ensure hands are washed.</p>	
	<ul style="list-style-type: none"> <li>For noting: School uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</li> </ul>	✓	<p>In place – all pupils are to wear school uniform. Children may wear trainers, to reduce need to swap footwear for PE sessions. Children should be able to put on and take off their own footwear, parents/carers informed.</p>	
	<ul style="list-style-type: none"> <li><a href="#">Posters</a> are displayed in every classroom to be used, at the main entrance or front office, in places visible to those at the school gate if possible, in the staffroom and in all toilets and reminders given to pupils.</li> </ul>	✓	<p>Signage in place.</p> <p>Individual work packs provided, to limit cross contamination. Pupils will be reminded to not touch faces or put resources in their mouths.</p>	

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	Particular pupil groups are encouraged where possible not to touch their faces or to put objects in their mouths.			
	<ul style="list-style-type: none"> <li>Adequate soap / hand sanitizer and tissues are available for pupils and staff throughout the school and for visitors arriving at main reception. Soap and water is the preferred choice; hand sanitizer is used when the use of soap and water is not practical. Identified children are supervised with their use of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes are used as an alternative.</li> </ul>	✓	Resources (e.g. soap, paper towels, warm water) available at all sinks, hand sanitiser and tissues in place across school; including reception area. It is a joint responsibility of all staff to ensure this is in place – alert cleaning staff to replenish.	
	<ul style="list-style-type: none"> <li>Arrangements for dealing with bodily fluids are in place. The risk assessment has been completed and appropriate disposal procedures are in place.</li> </ul>	✓	In place - Sanitisation programme in place throughout the day.	
	<ul style="list-style-type: none"> <li>The best choice of bins for used tissues is a lidded bin with a pedal as you will not need to physically touch the bin lid and the tissues will be safely stored. Lidded swing top type bins will require the person disposing of the tissue to touch the lid, potentially contaminating it. Although that person disposing the tissue should wash their hands afterwards, the next person to use the bin who is disposing general waste may not wash their hands afterwards and potentially contaminate their hands. Therefore if these are used then they should be only for the disposal of tissues and labelled as such perhaps with a reminder to wash their hands afterwards. Bins without lids shouldn't be used for tissues but can be used for general waste and/or paper towels used to dry hands after washing them. Site staff / cleaners wash their hands after emptying the bins.</li> </ul>	✓	<p>Arrangements made for lidded bins to be in situ.</p> <p>Children will wash hands after placing tissues in the bin.</p> <p>The sanitisation of the bins is included in the rolling sanitisation programme throughout the day. The bins will be disinfected at the end of each day.</p>	
	<ul style="list-style-type: none"> <li>Sufficient ongoing enhanced cleaning in areas occupied by staff and pupils. Any unoccupied areas due to fewer pupils being in school can be cleaned less regularly and secured and/or signed to</li> </ul>	✓	In place - Full cleaning and sanitisation programmes in place throughout the day, for high contact areas.	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<p>restrict access.</p> <p>A list of touch points and surfaces that will receive regular cleaning has been created. These will include door handles, WC flush handles, WC vanity surfaces, taps, push plates, dining tables, door and gate entry systems, photocopier control panels, banisters, chairs, light switches.</p> <p>Frequently touched surfaces and touch points are cleaned using sanitizing chemicals.</p> <p>The frequency of necessary cleaning has been identified. More frequent cleaning is required of rooms / shared areas that are used by different groups.</p>		<p>Individual work packs provided for pupils, to limit cross contamination and frequent touching of multiple resources.</p> <p>Resources used will be cleaned as required.</p> <p>No chemicals will vary, so COSHH to remain the same. Cleaning team will distribute any cleaning products, staff not to help themselves.</p> <p>PPE is available as needed and training will take place as required.</p>	
	<ul style="list-style-type: none"> <li>Wherever possible contactless payments are accepted on site rather than cash. In the event that this isn't possible, office staff should wash or sanitise their hands immediately after handling any coins.</li> </ul>	✓	Cashless system in place (Gateway App). Where needed, money protocol in place, which involves staff wearing gloves, sanitising money and washing their hands.	
Hygiene – Classroom group bubble	<ul style="list-style-type: none"> <li>Soft furnishings, soft toys and toys that are hard or impossible to clean (such as play dough or those with intricate parts) have been removed from use in rooms which more than one bubble group uses.</li> </ul>	✓	In place, where possible.	low
	<ul style="list-style-type: none"> <li>Unnecessary items are removed from classrooms and other learning environments where there is space to store it elsewhere as this reduces the amount of cleaning required.</li> </ul>	✓	In place, where possible	
	<ul style="list-style-type: none"> <li>Teaching staff may wish to clean articles or areas within the classroom during the school day e.g. books after being touched by pupils, touch points within their class, e.g. in the event a pupil has dropped a used tissue on a table: It is safest that teaching staff use sanitising wipes for this purpose. If other cleaning chemicals are used then additional COSHH risk assessments, training and PPE may be required. These chemicals should be purchased in the dilution ready for use, kept in the original bottles and stored securely within the classroom.</li> </ul>	✓	Ongoing sanitisation schedule in place, plus sanitising wipes are provided in classrooms. Extra cleaning staff in place and on call to provide ongoing sanitisation. Staff in classrooms, particularly in EYFS, will clean resources throughout the day as appropriate.	

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	<ul style="list-style-type: none"> <li>Teachers wash or sanitise their hands before and after handling pupils' books.</li> </ul>	✓	In place	
	<ul style="list-style-type: none"> <li>Activities are avoided which involve passing items around a class where it does not contribute to pupil education and development. The sharing of books, other resources and equipment is avoided where possible.</li> <li>Staff and pupils have their own pencils and pens, which are not shared. Consider labelling items with pupils' names.</li> </ul>	✓	<p>Individual work packs provided for pupils, to limit cross contamination and frequent touching of multiple resources.</p> <p>Any shared items are wiped/sanitised or quarantined after use. Children will follow good hand hygiene where resources have been shared.</p>	
	<ul style="list-style-type: none"> <li>Shared materials such as books and games and surfaces are cleaned and sanitised more frequently. Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities are washed before and after use.</li> </ul>	✓	In place, staff have the responsibility to ensure resources are sanitised as appropriate.	
	<ul style="list-style-type: none"> <li>Resources that are shared <b>between</b> 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> </ul>	✓	Sports coach will take responsibility for cleaning resources between PE sessions. Staff are responsible for all shared resources they use being sanitised or left unused/out of reach for 72 before being returned.	
	<ul style="list-style-type: none"> <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.</li> </ul>	✓	In place	
	<ul style="list-style-type: none"> <li>The amount of shared resources that are taken home are limited.</li> </ul>	✓	Only shared resources that go home are reading books. Book protocol in place to ensure returning books to school are left out of reach/unused for 72 hours.	
	<ul style="list-style-type: none"> <li>Ensure that reusable drinking cups are not shared between pupils. Consider replacing reusable drinking cups with disposable cups.</li> </ul>	✓	Children bring in own labelled water bottle, any reusable cups are washed in the dishwasher or they have a disposable cup. Water fountains isolated.	
	<ul style="list-style-type: none"> <li>Children and staff are encouraged to flush toilets with the lid down to avoid the possibility of an aerosol. Where there are toilets without lids in nurseries a temporary cover is placed over the toilet when</li> </ul>	✓	No children's toilets across the school have lids. Staff not to flush toilets they will instruct children to flush them.	



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	staff have to flush nursery toilets.			
PPE ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>Adequate necessary Personal Protective Equipment (PPE) is available for cleaning tasks, personal care, first aid and certain medical procedures.</li> </ul>	✓	PPE available in the first aid cupboards and the Covid Kits, located in the isolation room (Pink Room). Training instructions on how to don and doff PPE shared with staff and located in Covid Kits.	low
	<ul style="list-style-type: none"> <li>Training and instruction have been provided for the putting on, removing and disposal of PPE.</li> </ul>	✓	In place, as above.	
	<ul style="list-style-type: none"> <li>Risk assessments in place for medical procedures have been reviewed in light of the pandemic (contact the medical professional who created or assisted with the creation of the risk assessment) and in particular noting whether any additional PPE is necessary.</li> </ul>	✓	RA's have been reviewed and updated.	
	<ul style="list-style-type: none"> <li>Aerosol generating procedures (AGPs): Within education settings these are only undertaken for a very small number of children with complex medical needs, such as those receiving tracheostomy care. Staff performing AGPs in these settings follow Public Health England's personal protective equipment (PPE) guidance on aerosol generating procedures, and wear the correct PPE which is:                             <ul style="list-style-type: none"> <li>a FFP2/3 respirator</li> <li>gloves</li> <li>a long-sleeved fluid repellent gown</li> <li>eye protection</li> </ul> </li> </ul>	✓	Care plans for all relevant children have been updated, to include any necessary PPE.	
Face coverings in school  (Face coverings are instead largely intended to protect others, not the wearer, against the spread of infection because they cover the nose and mouth, which	<ul style="list-style-type: none"> <li>Face coverings (or only where necessary for communication purposes - transparent face coverings) are 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). Face visors or shields are not worn as an alternative to face coverings. Note that some individuals are exempt from wearing face coverings. Face coverings are not necessary in the classroom even where</li> </ul>	✓	<p>Face masks (not transparent face coverings) are required to be worn by staff during morning greeting and home time, to reduced risk when potentially interacting with parents/carers.</p> <p>Staff should wear face masks while moving around the school e.g. corridors, halls, reception area. Staff do not need to wear a face mask in their own classroom or the area</p>	low

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are the main confirmed sources of transmission of virus that causes coronavirus infection)	social distancing is not possible.		<p>they specifically/directly work in.</p> <p>Face masks are required to be worn by visitors at all times when on the school site. Face masks may be removed during a meeting, providing 2 metre distancing in a well ventilated space, can be ensured. Good hand hygiene must be maintained. Visitors will also need to follow the guidance from their employer/company.</p> <p>Staff are not required to wear a face covering while teaching at the front of the class (ensure a safe distance from pupils is in place) as this may have a detrimental impact on teaching and learning opportunities and impede communication with the pupils. Should a member of staff wish to wear a face mask or covering while moving between pupils in the classroom or while working in close proximity to a pupil, this is permitted.</p> <p>Staff completing lesson observations or monitoring of lessons or pupils from another 'bubble' should wear a face mask/covering when in the classroom or close space (as 2 metre social distancing may not always be possible).</p> <p>The wearing of a face mask or covering DOES NOT replace the safety measures already in place as detailed in the risk assessment, which are to be adhered to at all times.</p>	
	<ul style="list-style-type: none"> <li>Staff will now have access to face coverings due to their increasing use in wider society. However, in the event that the Head Teacher</li> </ul>	✓	In place.	

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	<p>recommends face coverings in circumstances identified above and where staff or visitors are struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, a small contingency supply available to meet such needs.</p> <ul style="list-style-type: none"> <li>Instructions are displayed / provided for wearers of face coverings of the correct way– available as a <a href="#">list here</a> and an <a href="#">infographic here</a></li> </ul>	✓	Instructions on how to don and doff PPE shared with staff	
Reducing number of touchpoints	<ul style="list-style-type: none"> <li>Touchpoints are reduced by propping open non-fire doors. Fire doors can only be held open throughout the school day with dedicated automatic closing devices.</li> <li>Only use touch screen signing in systems if it can be ensured that only the bar code reader is used or hands are sanitised straight afterward after touching and the screens are cleaned on a regular basis at appropriate times.</li> <li>Consider whether drinking fountains need to be taken out of action.</li> </ul>	✓	<p>School will be broken down into segregated sections, to allow certain doors to remain open, reducing touchpoints, whilst ensuring other fire doors are closed to create a fire block in the event of an emergency. Signage will be placed on all fire doors to remain closed.</p> <p>Staff to only sign in on the Inventory system using their staff ID cards/badges.</p> <p>Screen cleaned as part of the sanitisation programme and sanitising wipes are available to wipe screen as needed.</p> <p>Hand sanitiser in situ next to signing in machine.</p> <p>Children bring in own labelled water bottle, reusable cups are washed in the dishwasher or use a disposable cup. Water fountains isolated.</p>	low
Site to site visits	<ul style="list-style-type: none"> <li>Staff who travel from school to another site during work hours for work purposes (i.e. not the commute) on public transport have been provided surgical face masks or the following information: <a href="https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering">https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering</a></li> </ul>	✓	<p>No staff are required to travel between sites on public transport.</p> <p>Should this be needed, face masks will be provided.</p>	low

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<b>Contracting / transmitting Covid-19 – including the “Bubble” Model</b>				
Parents and pupils travelling to school	<ul style="list-style-type: none"> <li>Parents/carers and pupils are encouraged to walk or cycle to the school where possible.</li> </ul>	✓	Included in the letter to parents/carers.	low
	<ul style="list-style-type: none"> <li>The school has considered how pupils arrive at school, and how to reduce any unnecessary travel on coaches, buses or public transport where possible. Consider undertaking a parental survey on their typical mode of travel. Consider staggered start times to enable more public transport journeys to take place outside of peak hours.</li> </ul>	✓	Extended start and end times in place, to reduce number of people on site. These are communicated to parents/carers.	
	<ul style="list-style-type: none"> <li>Families using public transport are referred to the safer travel guidance for passengers: <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a></li> </ul>	✓	In place	
Organising the school day	<ul style="list-style-type: none"> <li>Drop-off and collection times are staggered but these should not reduce the amount of overall teaching time. Specific arrangements are determined where parents/carers have children in different year groups.</li> </ul>	✓	In place, and communicated with parents/carers. One way internal systems in place and socially distanced queues outside classroom doors.	low
	<ul style="list-style-type: none"> <li>Parents/carers' drop-off and pick-up protocols that minimise adult to adult contact are in place. Parents/carers are instructed not to congregate in groups on, or directly outside the school premises.</li> </ul>	✓	As above. SLT will be on site dispersing parents/carers. All parents/carers and staff on site at start and end of the day asked to wear a face mask.	
	<ul style="list-style-type: none"> <li>Break times including lunch are staggered so that all pupils are not moving around the school at the same time.</li> </ul>	✓	Staggered lunch and playtimes – rota shared with staff and pupils. One way systems in place for majority of school. Some two-way systems in place in identified areas.	
Foyer / Reception	<ul style="list-style-type: none"> <li>Consider marking the ground directly outside the front entrance with tape or temporary paint at 2 metre intervals and display instructional signage.</li> </ul>	✓	In place, whole school taped to identify one and two way systems in place. One way system to enter/exit at main entrance.	low
	<ul style="list-style-type: none"> <li>Consider marking the floor of the foyer with tape at 2 metre intervals, and in doing so identify how many individuals (or pairs of</li> </ul>	✓	Only one family in the reception area at any one time. Other's must queue on ramp, at 2 meter marked intervals. Exit via bottom	

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	<p>individuals from the same household) can safely be present in the foyer at any one time.</p> <p>Instructional signage is displayed.</p> <p>Office staff to only allow this identified number into the foyer in at any one time – the front entrance door will need to be on the door entry control system if installed.</p>		<p>corridor door. Signage in place.</p> <p>Perspex screens in place on reception desk to further reduce risk.</p>	
	<ul style="list-style-type: none"> <li>Existing reception screens are kept in the closed position wherever possible. Floor markings are installed if screens are not in place and there is no other barrier preventing the visitor approaching 2 metres from the receptionist. (Note that 1 metre distance is acceptable where screens are fitted)</li> </ul>	✓	As above.	
Office ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>Consider splitting administration staff with staff working from home on alternate days. For larger teams fixing these splits (cohorting), so that where contact is unavoidable, this happens between the same individuals.</li> </ul>	✓	<p>Office space allows for 2 metre social distancing between desks. All desks face the wall.</p> <p>Where appropriate office staff may be eligible to work some days from home.</p>	low
	<ul style="list-style-type: none"> <li>The office layout has been examined such that workstations that are usable at the same time (i.e. 2 metres apart) have been identified.</li> </ul> <p>If the proposed workstations are closer than 2 metres (but at least 1 metre) and the office activity needs to continue in this manner, all the following actions must be undertaken where possible to reduce the risk:</p> <ul style="list-style-type: none"> <li>Further increasing the frequency of hand washing and surface cleaning.</li> <li>Keeping the activity time involved as short as possible.</li> <li>Using screens or barriers to separate people from each other.</li> <li>Using back-to-back or side-to-side working (rather than face to-face).</li> </ul>	✓	<p>All office staff have their own desk, facing the wall 2 meters apart.</p> <p>Sanitising wipes and hand sanitiser are provided in the office as needed.</p> <p>The reception/office area is included in the ongoing sanitisation programme throughout the day.</p> <p>Only 4 members of staff (each at their desk) in the office area at any one time to ensure 2 metre distancing is maintained. All staff requiring office assistance to wait outside of office (in reception area).</p>	
	<ul style="list-style-type: none"> <li>Hot desks are avoided where possible. Where not possible, workstations are cleaned in between use.</li> </ul>	✓	Only hot desks are for PPA/in Early Years office. Included in the ongoing sanitisation	

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			programme, along with wipes and hand sanitiser.	
Meeting rooms	<ul style="list-style-type: none"> <li>Remote working tools (Teams, Zoom, Meet) are used to avoid in-person meetings where possible.</li> </ul>	✓	In place	low
	<ul style="list-style-type: none"> <li>Only absolutely necessary participants physically attend meetings and they maintain social distancing guidelines (2m, or 1m with risk mitigation where 2m is not viable).</li> </ul>	✓	In place In office spaces the following numbers of staff/adults must be maintained, in order to adhere to 2 metre social distancing: <ul style="list-style-type: none"> <li>Main office – 4 staff</li> <li>Attendance/DSL office – 2 staff at opposite ends of room, not both at desk spaces side by side.</li> <li>HT office – 2 staff</li> <li>Pink room – 2 staff</li> <li>Meeting room – 2 staff</li> <li>EYFS/DHT office – 2 staff</li> <li>SEN office – 2 staff</li> <li>Admin office – 2 staff</li> <li>SLT office – 1 staff</li> <li>Class 8.5 – 2/3 staff</li> <li>Hoods Hideout – 2/3 staff</li> <li>KS1 leader's room – 2 staff</li> <li>Enclosed TA areas/rooms – 2 staff</li> <li>Cleaning rooms – 1 staff</li> </ul>	
	<ul style="list-style-type: none"> <li>Pens, documents and other objects are not shared.</li> </ul>	✓	All meeting participants to have own equipment.	
	<ul style="list-style-type: none"> <li>Hand sanitiser is provided in meeting rooms.</li> </ul>	✓	In place	
	<ul style="list-style-type: none"> <li>Meetings are held outdoors or in well-ventilated rooms whenever possible.</li> </ul>	✓	In place	
	<ul style="list-style-type: none"> <li>For areas where regular meetings take place, floor signage is used to help people maintain social distancing.</li> </ul>	✓	Only regular meeting is SLT – this will be distanced in smaller groups and via online where possible..	



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Staff room	<ul style="list-style-type: none"> <li>Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. Staff can continue to use the staff room if they apply social distancing measures: <ul style="list-style-type: none"> <li>Identify seating that can be used 2 metres apart. Back to back seating is preferred. Tape off other seating.</li> <li>Stagger staff breaktimes</li> <li>Instruct staff not to congregate at the kitchen area.</li> </ul> </li> </ul>	✓	<p>Staggered breaktimes in place. Signage in the staffroom. Seating is 2 meters apart. Staffroom kitchen area to only have one member of staff in at any one time.</p> <p>In staffrooms the number of staff/adults are as follows, to ensure 2 metre distancing is maintained: Main staff room:</p> <ul style="list-style-type: none"> <li>Kitchen – 1 staff</li> <li>PPA desk – 1 staff</li> <li>At the table – 2 staff</li> <li>In spaced seating – 3 staff</li> </ul> <p>EYFS staff room:</p> <ul style="list-style-type: none"> <li>Kitchen – 1 staff</li> <li>PPA bench – 1 staff</li> </ul> <p>Seating area – 1 staff</p>	low
	<ul style="list-style-type: none"> <li>Notices promoting hand hygiene and social distancing are visibly placed in the staff room.</li> </ul>	✓	In place	
Corridors	<ul style="list-style-type: none"> <li>Movement around the school site is kept to a minimum. Busy corridors, entrances and exits are avoided. Staggered break times and lunch times are considered as necessary.</li> </ul>	✓	<p>In place In corridor TA areas the number of staff/adults is maximum of 2, to ensure 2 metre distancing is maintained. Only 1 member of staff at the photocopier at any one time, staff waiting to use must maintain a 2 metre distance.</p>	low
	<ul style="list-style-type: none"> <li>Consider 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> </ul>	✓	<p>One way system in place to move around school. Signage in place and teachers to be mindful of any parents/carers in reception area. Two way systems with divider marker in corridors in required locations. Ongoing on the spot risk assessments carried out by adults in school.</p>	

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Classrooms	<ul style="list-style-type: none"> <li>Small adaptations are made to the classroom to support distancing where possible. This include:                             <ul style="list-style-type: none"> <li>seating pupils side by side and facing forwards, rather than face to face or side on.</li> <li>moving unnecessary furniture out of classrooms to make more space if necessary.</li> </ul> </li> </ul>	✓	In place, all desks facing forward. Unnecessary furniture and resources have been removed.	low
	<ul style="list-style-type: none"> <li>There is no need for class sizes to be adjusted from the usual size. Bubbles of an appropriate size to achieve the greatest reduction in contact and mixing are defined. These do not affect the quality and breadth of teaching or access for support and specialist staff and therapists. The following is noted: Using small groups reduces the transmission risk but can restrict the normal operation of education and present educational and logistical challenges. However, when using larger groups, the other measures from the system of controls become even more important.</li> </ul>	✓	<p>Each class will remain as a bubble for the majority of the time. The school will be organised logistically as year group bubbles, to allow for staff to work across year groups and support with playtimes and dinnertimes; however, children should remain in their class bubbles as much as possible. Where pupils are mixing between classes within the year group a log/record is kept for track and trace purposes.</p> <p>Children in EYFS will be allowed to mix as year group bubbles due to the nature of the curriculum and use of the environment.</p> <p>Children within the bubble to be encouraged to distance as much as possible.</p>	
	<ul style="list-style-type: none"> <li>Ideally, adults maintain a 2-metre distance from each other, and from children. This is more important where staff need to move between groups. This will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support are provided as normal. This is not likely to be possible with younger children however teachers can still work across groups if that is needed to enable a full educational offer. Social distancing should be encouraged between pupils wherever possible if this doesn't adversely affect learning.</li> </ul>	✓	<p>In place, guidance shared with staff.</p> <p>In classrooms/ICT suite the number of staff/adults is a maximum of 4, to ensure 2 metre distancing is maintained.</p> <p>Parents/carers of children with complex needs have been informed that social distancing may not be possible at all times. Risk assessments in place and care plans updated.</p>	

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	<ul style="list-style-type: none"> <li>All teachers and other staff can operate across different classes in order to facilitate the delivery of the school timetable, however where they do so, social distancing becomes more important.</li> </ul>	✓	<p>Timetables in place for PE, Spanish and music.</p> <p>As much as possible staff to remain in year group bubbles and maintain 2 metre distancing at all times, as much as possible.</p> <p>Staff completing monitoring of lessons or pupils from another 'bubble' should wear a face mask/covering when in the classroom or close space (as 2 metre social distancing may not always be possible).</p>	
	<ul style="list-style-type: none"> <li>The bubble groups (pupils) do not mix with other bubble groups throughout the school day where possible. Wider groups are allowed for specialist teaching where necessary.</li> </ul>	✓	<p>Rota of extended start/collection times and staggered playtimes, dinnertimes and subject specialist teaching e.g. music, PE and Spanish to reduce any mixing.</p> <p>One way system in place to reduce risk of classes/bubbles passing in the corridors.</p>	
	<ul style="list-style-type: none"> <li>Classrooms are accessed directly from outside where possible.</li> </ul>	✓	<p>All children will enter school from the playground/outside classroom doors.</p>	
	<ul style="list-style-type: none"> <li>Pupils occupy the same classroom throughout the school day where possible. Where unavoidably different groups of pupils use the same classroom at different times, the area is cleaned adequately in between their occupancy.</li> </ul>	✓	<p>Each class will remain as a bubble for the majority of the time in their own classroom. The school will be organised logistically as year group bubbles, to allow for staff to work across year groups and support with playtimes and dinnertimes, but children remain in class bubbles as much as possible.</p> <p>Ongoing sanitisation programme in place to cover whole school.</p> <p>Protocols in place to clean shared resources.</p>	
	<ul style="list-style-type: none"> <li>Pupils who routinely attend more than one setting on a part time basis have been identified and additional measures put in place as necessary.</li> </ul>	✓	<p>Survey monkey shared with parents/carers to ascertain which children this affects. Measures in place as needed.</p>	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
Lunchtime arrangements	<ul style="list-style-type: none"> <li>A range of measures are considered and implemented to reduce the risk of transmission and contamination:                             <ul style="list-style-type: none"> <li>Lunches are served and eaten within the bubble classroom</li> <li>Several lunch sittings are organised.</li> <li>The hall is zoned such that two or more groups may use it at the same time, with timings staggered so that different bubbles are not queuing whilst waiting to be served at the same time. Separate waste stations are provided. Social distancing between bubbles can be encouraged with the following measures: folding hall partition dividers, freestanding screens or floor markings. The ability of pupils to follow the social distancing rules has been taken into account within these measures.</li> <li>Midday Supervisors are allocated to the lowest number of consistent bubble groups.</li> <li>Suitable cleaning for infection control purposes is undertaken between any bubble groups usage of a space (mandatory).</li> </ul> </li> </ul>	✓	<p>Rotas and systems in place to reduce risk of transmission over dinnertime. Phase bubbles have staggered dinnertime in the dinner halls. Sanitation of tables etc between bubbles will be carried out.</p> <p>All bubbles will have allocated midday playworkers on a rota who will stay with the bubble throughout the dinnertime, wherever possible.</p> <p>Children will have a 30min slot for eating their dinner and a 30min allocated slot outside. This will be staggered to again reduce risk of 'bubble' mixing.</p>	low
Curriculum: Science and D&T	<ul style="list-style-type: none"> <li>CLEAPSS guides are followed as necessary:                             <ul style="list-style-type: none"> <li><a href="#">P110 Practical activities in a bubble</a></li> <li><a href="#">P104 Managing hands-on activities in schools in locally locked down areas</a></li> <li><a href="#">P112 Practical activities for children in locally locked down areas.</a></li> </ul> </li> </ul>	✓	<p>CLEAPSS guidance shared. Other measures in place e.g. cleaning of shared resources and wearing of PPE.</p>	low
Curriculum: School Sport	<ul style="list-style-type: none"> <li>PE, sport and physical activity provided by schools to their own pupils under their systems of control can continue. This includes sports clubs or activities before or after school, in addition to their regular PE lessons. Competition between different schools do not take place, in line with the local restrictions on grassroots sport.</li> </ul>	✓	<p>No current after school clubs in place. Any sporting competition is within the RA guidance and only with the bubble participants.</p> <p>No inter school sports currently in place.</p>	low
	<ul style="list-style-type: none"> <li>Outdoor sports are prioritised where possible, and large indoor spaces used where it is not. Contact sports are avoided. The school only provides team sports on the list available at <a href="#">return to recreational team sport framework</a>.</li> </ul>	✓	<p>In pace - Where possible PE will be outside or in a large ventilated hall.</p> <p>No contact sport in place and guidance is followed in terms of team sports.</p>	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing.		Staff use socially distanced 'daily mile' at appropriate times to keep children active.	
	<ul style="list-style-type: none"> <li>Distancing is maximised between pupils as much as possible during all activities.</li> </ul>	✓	In place	
	<ul style="list-style-type: none"> <li>Pupils are kept within their bubble groups. Multiple bubble groups may use outdoor space at the same time providing they is a significant distance from each other at all times and equipment is not shared.</li> </ul>	✓	In place – PE only takes place per class and outdoor space is allocated per year group. Any shared equipment is cleaned or quarantined before being used again.	
	<ul style="list-style-type: none"> <li>Scrupulous attention is paid towards cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise.</li> </ul> <p>Sports equipment thoroughly cleaned (or kept in quarantine for 72 hours) between each use by different individual groups.</p>	✓	Sports coach will take responsibility for cleaning resources between PE sessions.	
Curriculum: Music, dance and drama in school  <a href="#">PHE Safer Singing Reference</a>	<ul style="list-style-type: none"> <li>Music, dance and drama continues as part of the school curriculum, noting that there is an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place.</li> </ul>	✓	In place – good ventilation and reduce risks as much as possible. RAs to be followed.	low
	<ul style="list-style-type: none"> <li>Singing, wind and brass playing do not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained.</li> </ul> <p>In smaller groups strict social distancing is observed.</p>	✓	In place – where possible music lessons involving singing/wind and brass instruments should be carried out outside or in the hall with good ventilation and distancing; and with small numbers.	
	<ul style="list-style-type: none"> <li>Particular care is taken in all music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama. Pupils should use seating where practical to help maintain social distancing.</li> </ul>	✓	In place	
	<ul style="list-style-type: none"> <li>Any background or accompanying music is kept to levels which do not encourage teachers or other performers to raise their voices</li> </ul>	✓	In place	

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	unduly. If possible, microphones are used to reduce the need for shouting or prolonged periods of loud speaking or singing.			
	<ul style="list-style-type: none"> <li>Playing instruments and singing in groups take place outdoors wherever possible.</li> </ul> <p>If indoors, a room is used with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation.</p>	✓	In place – where possible music lessons involving singing should be carried out outside or in the hall with good ventilation and distancing.	
	<ul style="list-style-type: none"> <li>Shared equipment is avoided wherever possible. Name labels on equipment have been considered to help identify the designated user. Handling of music scores, parts and scripts is limited to the individual using them.</li> </ul> <p>If instruments and equipment have to be shared, they are disinfected regularly.</p> <p>Increased handwashing is undertaken before and after handling equipment, especially if being used by more than one person.</p>	✓	<p>Instruments are not shared wherever possible. Some instruments are assigned to individuals and others are cleaned or quarantined between use.</p> <p>Increased handwashing is in place before and after handling instruments.</p>	
	<ul style="list-style-type: none"> <li>The number of suppliers when hiring instruments and equipment is limited. Hired equipment, tools or other equipment is cleaned on arrival and before first use.</li> </ul>	✓	In place	
School hall	<ul style="list-style-type: none"> <li>Large gatherings such as assemblies or collective worship with more than one bubble group are not undertaken.</li> </ul>	✓	In place – no large assemblies planned. Any assemblies accessed remotely via webcam.	low
	<ul style="list-style-type: none"> <li>Halls, dining areas and internal and external sports facilities for exercise may be used by single bubble groups with adequate cleaning between the groups.</li> </ul>	✓	PE time table and dinner time rota ensure bubble groups do not mix. Sanitisation programme in place to ensure spaces are sanitised between groups.	
Pupil toilets	<ul style="list-style-type: none"> <li>Wherever possible, individual groups of pupils (the bubble) are allocated their own toilets. This ideally would be their own toilet block. Alternatively, a set of cubicles and sinks could be divided into two where two classrooms share a single block and signage displayed (consider maturity of pupils in following these rules).</li> </ul>	✓	In place - bubbles will use the sets of toilets allocated to the classroom they are in. Toilets are included on the ongoing sanitisation programme.	low



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	However, different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.			
Playground and school field	<ul style="list-style-type: none"> <li>The school makes use of outdoor spaces to support delivery of the curriculum – outdoor education can limit transmission and more easily allow for distance between pupils and staff.</li> </ul>	✓	Outdoor space is utilised where possible and weather dependent.	low
	<ul style="list-style-type: none"> <li>The use of play equipment is examined, ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously.</li> </ul>	✓	All outdoor fixed equipment on KS1 playground is used on a weekly rota (year 1 for a week, then year 2 for a week). The trim trail on the KS2 playground is used on a weekly rota (year 3 for a week, then year 4 for a week). Outdoor equipment in EYFS is sanitised between bubbles and hand washing in place.	
	<ul style="list-style-type: none"> <li>Pupils playing outside are encouraged to undertake non-touch activities wherever possible. Groups of pupils do not mix.</li> </ul>	✓	In place, rota for outside breaks/playtimes to ensure bubbles do not mix. Children briefed around appropriate play.	
Lack of air changes / ventilation	<ul style="list-style-type: none"> <li>Mechanical ventilation systems have been adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply). Further advice available <a href="#">here</a> (HSE) and <a href="#">here</a> (CIBSE).</li> </ul>	✓	In place, where air conditioning system uses recirculation it is turned off.	low
	<ul style="list-style-type: none"> <li>Natural ventilation is used to help reduce the risk of spreading coronavirus:                             <ul style="list-style-type: none"> <li><b>Opening windows</b> (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space).</li> <li><b>Opening internal doors</b> (note that this also has the benefit of reducing touch points).</li> </ul> </li> </ul>	✓	Rooms are ventilated by opening windows. Where appropriate/needed fans are used, but only when windows are open.	

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	<ul style="list-style-type: none"> <li>○ <b>Opening external doors</b> where there are no security concerns and where it doesn't create uncomfortable drafts.</li> </ul>			
	<ul style="list-style-type: none"> <li>● To balance the need for increased ventilation <b>while maintaining a comfortable temperature</b>, the following measures should also be used as appropriate: <ul style="list-style-type: none"> <li>○ <b>Opening high level windows</b> in preference to low level to reduce draughts</li> <li>○ <b>Increasing the ventilation while spaces are unoccupied</b> (e.g. before and after classes, during break and lunch)</li> <li>○ Providing flexibility to <b>allow additional, suitable indoor clothing</b>.</li> <li>○ <b>Rearranging furniture</b> where possible to avoid direct drafts.</li> </ul> </li> </ul>	✓	In place.	
	<ul style="list-style-type: none"> <li>● Heating is used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> </ul>	✓	In place.	
Breakfast and After School Clubs ( <a href="#">Reference</a> )	<b>From 8<sup>th</sup> – 29<sup>th</sup> March:</b> <ul style="list-style-type: none"> <li>● Parents and carers will only be able to access settings for certain essential purposes. Before and after school provision including allowed indoor and outdoor sports (see Sport section) to support pupil's wider education is provided to: <ul style="list-style-type: none"> <li>○ vulnerable children and young people</li> <li>○ other children, where the provision is: <ul style="list-style-type: none"> <li>– reasonably necessary to enable their parents and carers to work, search for work, undertake education or training <b>or</b></li> <li>– so that they attend a medical appointment or address a medical need, or attend a support group.</li> </ul> </li> </ul> </li> </ul>	✓	Currently no breakfast club in place. Breakfast take home packs (from the National Breakfast Scheme) are distributed to children each fortnight.	low
	<b>From 29<sup>th</sup> March:</b> <ul style="list-style-type: none"> <li>● <b>Outdoor provision</b> is made available to all children, without restrictions on the purpose for which they may attend.</li> <li>● <b>Indoor provision</b> is made available to: <ul style="list-style-type: none"> <li>○ vulnerable children and young people</li> <li>○ children on free school meals, where they are attending as part of the DfE's holiday activities and food programme</li> </ul> </li> </ul>	✓	Breakfast and after school clubs to resume after the Easter holidays. These are run by the school.  After school clubs will be organised per bubble and follow the RA in place.	

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	<ul style="list-style-type: none"> <li>other children, where the provision is:</li> <li>reasonably necessary to enable their parents and carers to work, search for work, undertake education or training, or attend a medical appointment or address a medical need, or attend a support group.</li> </ul>		Breakfast club will be through invitation for those who require it and ensure bubbles are maintained and the RA is followed.	
	<ul style="list-style-type: none"> <li>Schools keep children within their day bubbles where possible in these clubs. Siblings may be kept together. If it is not possible to maintain bubbles being used during the school day then small, consistent groups are used.</li> </ul> <p>Decisions on group sizes in the setting are based on:</p> <ul style="list-style-type: none"> <li>the current government guidance on social distancing</li> <li>the ability of the children in attendance to maintain social distancing and practise hand hygiene</li> <li>the age of the children in attendance</li> <li>nature of your activity or provision (for example, static, classroom set-up rather than an activity that requires a range of movement)</li> <li>the size or layout of your premises</li> <li>the ability to ventilate your premises effectively with fresh air</li> </ul>	✓	As above	
	<ul style="list-style-type: none"> <li>Where parents are using external childcare providers or out of school extra-curricular activities for their children, they are:</li> <li>advised to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible.</li> <li>encouraged to check providers have put in place their own protective measures</li> <li>sent the link to the <a href="#">guidance for parents and carers</a></li> </ul>	✓	Parents/carers advised.	
	<ul style="list-style-type: none"> <li>Risk assessments / covid-safe procedures are requested from external bodies or organisations such as external coaches or after-school or holiday clubs. In doing so, the schools should ensure that they complement the school's risk assessment measures and they have had due regard to any other <a href="#">relevant government guidance</a>.</li> </ul>	✓	School is not hired out. Any external providers have provided risk assessments before being allowed into school to complete activities.	

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<b>Operational issues</b>				
Availability of staff	<ul style="list-style-type: none"> <li>Trained staff are available to support pupil personal needs e.g.                             <ul style="list-style-type: none"> <li>lifting, use of hoists</li> <li>intimate care</li> <li>managing medical needs including medicines</li> </ul> </li> </ul>	✓	In place, all certificates are in date for the autumn term. Where expiation is in the spring term, virtual training has been arranged.	low
	<ul style="list-style-type: none"> <li>Sufficient Physical Intervention trained staff are on site (see “other issues” below)</li> </ul>	✓	In place	
	<ul style="list-style-type: none"> <li>Contingency plans have been explored in the event that key members of staff are unavailable to work e.g. they are self-isolating.</li> </ul>	✓	In place	
Supervision	<ul style="list-style-type: none"> <li>Supervision ratios are met (for identified individual pupils)</li> </ul>	✓	In place	low
First Aid	<ul style="list-style-type: none"> <li>Adequate number of first aiders (FAW / EFAW) are on site.</li> </ul>	✓	In place. Most staff are first aid trained. All first aid is communicated to parents/carers via phone call or message, to reduce first aid slips gong home.	low
	<ul style="list-style-type: none"> <li>Adequate number of paediatric first aiders are on site.</li> </ul>	✓	Paediatric first aider on site at all times. All first aid is communicated to parents/carers via phone call or message, to reduce first aid slips gong home.	
Catering	<ul style="list-style-type: none"> <li>Assurance has been obtained that the school’s catering provider complies with the <a href="#">guidance for food businesses on coronavirus</a>.</li> </ul>	✓	In place	low
<b>Site Health and Safety Concerns (General)</b>				
Legionella	<ul style="list-style-type: none"> <li>Rarely used outlets have been identified taking into account current usage of taps.</li> </ul>	✓	Legionella programme in place.	low
Fire Procedures	<ul style="list-style-type: none"> <li>Fire drills are undertaken as normal.</li> </ul>	✓	In place	low
	<ul style="list-style-type: none"> <li>No changes are required to the fire evacuation procedures apart from the assembly point is organised with 2 metre social distancing between the bubble groups. (Social distancing is not <i>required</i> during the evacuation between anyone and between members of the same bubble group at the assembly point).</li> </ul>	✓	In place and communicated with all staff and pupils.	

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<b>Personal Health and Safety Concerns (General)</b>				
Pupil Behaviour ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>The school behaviour policy has been updated to reflect current rules and routines, setting clear, reasonable and proportionate expectations of pupil behaviour. These have been communicated to staff, pupils and parents/carers. The consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions have been set out clearly at the earliest opportunity. This is particularly the case when considering restrictions on movement within school and new hygiene rules (see also SEND and welfare sections below).</li> </ul>	✓	Appendix added to behaviour policy. Shared with pupils, parents/carers and staff.	low
SEND pupils	<ul style="list-style-type: none"> <li>Individual pupil risk assessments are subject to regular reviews noting any behavioural changes with the pupil on site. Staff working with pupils who spit uncontrollably should wash their hands than other staff. Face shields are considered as a possible control measure (contact your Safety Adviser). Pupils who use saliva as a sensory stimulant or who struggle with hand hygiene may also need more opportunities to wash their hands.</li> </ul>	✓	Parents/carers contacted to discuss risk assessments and any required updates in place. Where a potential Covid-19 specific individual risk assessment is needed, parents/carers have been asked to contact their child's healthcare professional.	low
	<ul style="list-style-type: none"> <li>Pupils with SEND (whether with EHC plans or on SEN support) have been identified who need specific help and preparation for the changes to routine. Staff should plan to meet these needs, for example using social stories.</li> </ul>	✓	In place – SEND team and staff to support identified pupils.	
	<ul style="list-style-type: none"> <li>Equipment is identified that is used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment. The ability to withstand cleaning and disinfecting between each use before it is put back into general use is determined. Where cleaning or disinfecting is not possible or practical, resources are:                             <ul style="list-style-type: none"> <li>restricted to one user</li> <li>left unused for a period of 48 hours (72 hours for plastics) between use by different individuals</li> </ul> </li> </ul>	✓	Any equipment used is sanitised or quarantined for 48/72hours. It is the staff member using the equipment's responsibility to ensure they sanitise or quarantine the equipment after use.	

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	<ul style="list-style-type: none"> <li>Appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</li> </ul>	✓	<p>In place. 1:1 TA's for children with SEND remain with that child. As children settle and systems are established, this may be reviewed to explore the job share support.</p> <p>On a case by case basis, where the need is required SEND children can work outside the classroom with different staff.</p>	
Staff welfare and staff redeployment	<ul style="list-style-type: none"> <li>Governing boards and school leaders have regard to staff (including the Head Teacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</li> </ul>	✓	Rotas and systems are in place to ensure staff have adequate breaks during the day and duties are shared. Usual wellbeing measures remain in place.	low
	<ul style="list-style-type: none"> <li>Schools have considered the potential concerns of staff who may be reluctant or anxious about returning to school and the right support is in place to address this. This may include staff who are in health categories, in BAME groups or families that have been personally affected.</li> </ul> <p>The school has discussed their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school.</p>	✓	<p>Staff have been encouraged to discuss concerns with SLT and their healthcare professionals.</p> <p>Individual staff have a risk assessment in place.</p>	
	<ul style="list-style-type: none"> <li>Wellbeing support for all staff is in place and also for those that require additional support (ref: HR Trauma process and Bereavement Policy).</li> </ul>	✓	In place	
	<ul style="list-style-type: none"> <li>Telephone counselling services are available.</li> </ul>	✓	In place, staff are aware.	
	<ul style="list-style-type: none"> <li>Appropriate support and contact is provided to staff who are home working, particularly for extended periods of time.</li> </ul> <p><a href="https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips/">https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips/</a></p>	✓	In place – staff continue to attend virtual meetings and have phone conversations with team leaders and the HT.	
	<ul style="list-style-type: none"> <li>Teaching assistants may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher</li> </ul> <p>Any redeployments are not at the expense of supporting pupils with</p>	✓	In place	



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	SEND.  <ul style="list-style-type: none"> <li>Managers have discussed and agreed any changes to staff roles with individuals. Planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE's <a href="#">workload reduction toolkit</a>. DfE has also published a range of resources, including <a href="#">case studies to support remote education</a> and help address staff workload, this includes case studies on managing wellbeing. Where staff have been temporarily redeployed to different roles, they have the appropriate skills, expertise and experience to carry out the work.</li> </ul>	✓	All staff returning to their usual roles.  Should circumstances dictate that staff can't come into school, then redeployment of staff may be required. This will be communicated clearly with staff.	
Pupil welfare and mental health support ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>Where pupils, parents and households are reluctant or anxious about attending school their concerns are discussed and reassurance provided on the measures you are putting in place to reduce any risks. Pupils may include those who: <ul style="list-style-type: none"> <li>have themselves been shielding previously but have been advised they no longer need to shield</li> <li>live in a household where someone is clinically vulnerable (CV) or CEV</li> <li>are concerned about the possible increased risks from coronavirus</li> </ul> Pupils are identified who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them, putting particular emphasis on: <ul style="list-style-type: none"> <li>disadvantaged and vulnerable children</li> <li>pupils who were persistently absent prior to the pandemic</li> <li>pupils who have not engaged with school regularly during the pandemic</li> </ul> Ref: <a href="#">Wellbeing for Education Return</a> programme </li> <li>The school considers pastoral and extra-curricular activities to: <ul style="list-style-type: none"> <li>support the rebuilding of friendships and social engagement</li> <li>address and equip pupils to respond to issues linked to</li> </ul> </li> </ul>	✓	In place, as appropriate.	low
	<ul style="list-style-type: none"> <li>The school considers pastoral and extra-curricular activities to: <ul style="list-style-type: none"> <li>support the rebuilding of friendships and social engagement</li> <li>address and equip pupils to respond to issues linked to</li> </ul> </li> </ul>	✓	TA led nurture groups and counselling service in place to support individuals as needed.	

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	<p>coronavirus</p> <ul style="list-style-type: none"> <li>○ support pupils with approaches to improving their physical and mental wellbeing</li> <li>● Pastoral support is offered to pupils who are: <ul style="list-style-type: none"> <li>○ self-isolating</li> <li>○ shielding</li> <li>○ vulnerable</li> </ul> </li> </ul>		<p>Staff have planned reintegration activities to support children's needs.</p> <p>These aspects are covered within the ongoing PSHE curriculum.</p>	
	<ul style="list-style-type: none"> <li>● The pandemic may lead to some pupils experiencing bullying, discrimination or harassment, for example due to their ethnicity or nationality, or perceived illness.</li> </ul> <p>This is monitored and appropriate proactive and reactive measures taken.</p>	✓	Staff are aware, will monitor and respond as appropriate.	
<b>Other Issues</b>				
Remote Education	<ul style="list-style-type: none"> <li>● Remote education plans are in place for individuals or groups of self-isolating pupils or because they are complying with clinical or public health advice. Pupils have access to remote education as soon as reasonably practicable, which may be the next school day. The remote education provided is equivalent in length to the core teaching pupils would receive in school and includes recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently. As a minimum the following is provided: <ul style="list-style-type: none"> <li>○ Key Stage 1: 3 hours a day on average across the cohort, with less for younger children</li> <li>○ Key Stage 2: 4 hours a day</li> </ul> </li> </ul>	✓	<p>Online learning platforms alongside paper based learning packs are used to enhance the current home learning offer for individuals/groups who are not in school.</p> <p>Any returned paper based work will be quarantined before being marked and will form part of the child's catalogue of evidence of their learning and verbal feedback given to the child and parent/carers.</p>	low
	<ul style="list-style-type: none"> <li>● Systems are in place for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern</li> </ul> <p>A named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education is appointed.</p>		<p>Remote Education Lead: Jodie Round</p> <p>Systems in place, with records stored electronically on the server of completed work and welfare contact.</p>	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
Training certificates that have expired during the partial closure.	<ul style="list-style-type: none"> <li>Expired group and individual training certificates have been identified. Some training may be available via virtual learning (Teams, Zoom, Meet) Some refresher requalification training may be available via eLearning.</li> </ul>	✓	<p>All necessary training certificates are reviewed and appropriate action taken as required.</p> <p>All certificates are in date, and virtual training has been booked for those due to expire.</p>	low
	<ul style="list-style-type: none"> <li>FAW or EFAW certificates that expired after 16 March 2020 can remain valid until 31 October 2020 or 6 months from date of expiry, whichever is later. All requalification training for these certificates should be completed by 31 March 2021. The validity of current paediatric certificates first aid certificates which expired on or after 16 March 2020 can be extended to 25 November 2020 at the latest.</li> </ul>	✓	All first aid certificates in date. All updated in Autumn 2019.	
	<ul style="list-style-type: none"> <li>For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.</li> </ul>	✓	In place. At least one DSL always in school. All training certificates are reviewed and appropriate action taken as required.	
Incident Reporting	<ul style="list-style-type: none"> <li>A case of disease is recorded via the school's incident reporting system and to the HSE (via RIDDOR) where a confirmed diagnosis of COVID-19 is likely to have been caused by an occupational exposure, that is, whether or not there is reasonable evidence that a work-related exposure is the likely cause of the disease. <a href="https://notifications.hse.gov.uk/riddorforms/Disease">https://notifications.hse.gov.uk/riddorforms/Disease</a> (Contact your Safety Adviser for advice)</li> </ul>	✓	In place.	low
Safeguarding	<ul style="list-style-type: none"> <li>DSL or a deputy always available during school hours for staff. (Note the potential for school leaders to self-isolate)</li> </ul>	✓	In place. At least one DSL always in school.	low
	<ul style="list-style-type: none"> <li>DSLs (and deputies) are provided with more time to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.</li> </ul>	✓	DSL team will take all appropriate action required. All DSL team are non-teaching or non-class based, so can be flexible with time to ensure issues are addressed in a timely manner.	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> <li>If a vulnerable pupil is required to self-isolate, the school:                             <ul style="list-style-type: none"> <li>notifies their social worker (if they have one)</li> <li>agrees with the social worker the best way to maintain contact and offer support</li> <li>checks if a vulnerable pupil is able to access remote education support</li> <li>supports them to access it (as far as possible)</li> <li>regularly checks if they are accessing remote education</li> </ul> </li> </ul>	✓	In place.	
School Meals	<ul style="list-style-type: none"> <li>The school continues to provide free school meal support to pupils who are eligible for benefits related free school meals and who are learning at home during term time.</li> </ul>	✓	In place – food parcels provided through the catering team.	low
Reviews	<ul style="list-style-type: none"> <li>Regular reviews are undertaken on the effectiveness of the control measures and plans and changes are made accordingly. The school follows any forthcoming instructions from the employer, government advice, and national or local directions from Public Health England.</li> </ul>	✓	In place, reviews and updates will be made as required and all shared with staff.	low
	<ul style="list-style-type: none"> <li>Updates are highlighted on the risk assessment and shared with staff.</li> </ul>	✓	In place	
Are there any other foreseeable hazards associated with Covid-19?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
Additional Hazards	List any additional control measures required			Residual Risk rating High, medium, low
Parent/carer not agreeing with return to school measures in place.	If, following attempts made to reassure the parent/carer and address their concerns, they remain dissatisfied and refuse to send their child to school, this may result in a fine. Refer to EWS as appropriate. Should the parent/carer persist with their refusal to send to school, refer them to the complaints policy.			Low

**Reference Websites:**

- [www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings](https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings)
- [www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak](https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak)

ASSESSED BY (Print name)	SIGNED	DATE
LORNA HASKEY	<i>L.E.L Haskey</i>	04/03/2021