

<b>School/Academy:</b>		<b>Date of assessment</b>	September 2020
<b>Who might be harmed?</b>	Pupils, staff, visitors and contractors	<b>How many are affected?</b>	Whole School

**Reference:** “Given the improved position, the balance of risk is now overwhelmingly in favour of children returning to school. For the vast majority of children, the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19) ...”

[Guidance for full opening - schools \(28<sup>th</sup> August 2020\)](#)

<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	<ul style="list-style-type: none"> <li>This completed risk assessment is shared with staff. Signatures are obtained.</li> </ul>	✓	All staff to read and sign	LOW
	<ul style="list-style-type: none"> <li>Staff are encouraged to give regular feedback on the effectiveness of these control measures and plans, share suggestions and identify additional touch points.</li> </ul>	✓	SMT check on staff welfare daily	
Parents/carers, pupils and visitors	<ul style="list-style-type: none"> <li>The relevant control measures from this risk assessment are communicated to parents, carers, pupils and visitors. This includes for children old enough not to touch staff and their peers where possible. Signage is installed wherever necessary as a reminder.</li> </ul>	✓	Current protocols to be maintained in September apart from school dinners	LOW
	<ul style="list-style-type: none"> <li>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 where any personal details are recorded).</li> </ul>	✓	Risk Assessment on website by September	
Employer	<ul style="list-style-type: none"> <li>This completed risk assessment is shared with the employer following approval by the school’s Governing Body.</li> </ul>	✓	Approval from Board to be minuted 16.07.20	LOW
Trade Unions	<ul style="list-style-type: none"> <li>This completed risk assessment is shared with the recognised Trade Unions following approval by the school’s Governing Body. (Do not include names where any personal details are recorded).</li> </ul>	✓	Ongoing liaison with TU with support of D.T.	LOW

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<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> </ul> <p><a href="#">PHE Campaign posters are available here.</a></p>	✓	Health protocols to be resent to all parents/carers prior to return in September	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>	✓	Reminder to parents/carers about not sending children with Covid-19 symptoms sent 02.09.20. Temperature testing available at school. Evidence of test results to be seen when returning.	
Reducing the number of persons on site	<ul style="list-style-type: none"> <li>Following the reduction in the prevalence of coronavirus and relaxation of shielding measures from 1 August most staff are expected to attend school. It remains the case that wider government policy advises those who can work from home to do so. This will not be applicable to most school staff, but where a role may be conducive to home working for example, some administrative roles, school leaders have considered what is feasible and appropriate.</li> </ul>	✓	HT to risk assess on a case by case basis but all staff expected to return for September	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.</li> </ul>	✓	Protocols followed by Facilities Manager where possible.	

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	The number and duration of face to face contacts with adults is limited as far as possible (e.g. 15 minutes). 2 metre social distancing protocols are followed.		Social distancing applied dependent on age appropriateness.	LOW
	<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 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. Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual.</li> </ul>	✓	Track & Trace records in place. Contact between “bubbles” minimised. Social distancing observed to keep contact between bubbles minimised.	LOW
	<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. 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>	✓	Designated meeting areas for essential visitors to facilitate additional hygiene measures	LOW
	<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>	✓		
	<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 short as possible (e.g. 15 minutes).</li> </ul>	✓	Previous protocols applied	
	<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>	✓		LOW

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	<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. Governor monitoring visits are undertaken virtually if possible.</li> <li>If planning an indoor or outdoor face-to-face performance in front of a live audience, the schools follows the latest advice in the DCMS <a href="#">performing arts</a> guidance, implementing events in the lowest risk order as described. If planning an outdoor performance the school gives particular consideration to the guidance on delivering <a href="#">outdoor events</a>.</li> </ul>	✓	Meetings still being held virtually	LOW
Persons at higher risk of becoming seriously ill	<ul style="list-style-type: none"> <li>Staff and pupils in the “clinically extremely vulnerable” categories have been identified. Note that research is being undertaken by PHE following reports that deaths among black, Asian and minority ethnic (BAME) groups are disproportionately high. A report by Public Health England found that other things might also mean persons are more likely to get seriously ill from coronavirus. These include:                             <ul style="list-style-type: none"> <li>age – the risk increases as you get older</li> <li>being a man</li> <li>where in the country you live – the risk is higher in poorer areas</li> <li>being born outside of the UK or Ireland</li> </ul> </li> <li>Guidance is strictly followed for “clinically extremely vulnerable” groups of <b>staff</b>: They can return to work from 1 August as long as they maintain social distancing. School leaders are flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing. Individual risk assessments have been completed which detail these control measures.</li> <li>Guidance is strictly followed for “clinically extremely vulnerable”</li> </ul>	✓	Individual risk assessments to continue with identified children	LOW
		✓	Ongoing conversations with staff	LOW
		✓	Health professional guidance sought for this	LOW

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	<p>groups of <b>pupils</b>.</p> <p>The following information has been shared with parents/carers of children who are currently in the clinically extremely vulnerable category:</p> <p>“Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September (usually at their next planned clinical appointment). More advice is available from the <a href="#">Royal College of Paediatrics and Child Health</a>.”</p> <p>Individual risk assessments have been completed where necessary.</p>		category of pupil	
	<ul style="list-style-type: none"> <li>Staff in the clinically vulnerable and BAME categories have been individually reminded to observe social distancing where possible and the aide memoir is used when requested.</li> </ul>	✓	Discussions held with individual members of staff	
School Visits	<ul style="list-style-type: none"> <li>Domestic (UK) overnight and overseas educational visits are not organised.</li> <li>Non-overnight domestic educational visits are undertaken in line with protective measures, such as keeping children within their consistent group, and the coronavirus secure measures in place at the destination.</li> </ul>	✓	No school visits planned for Autumn Term	LOW
	<ul style="list-style-type: none"> <li>External sport facilities can also be used in line with <a href="#">government guidance</a> for the use of, and travel to and from, those facilities.</li> </ul>	✓		
Undertaking CPR	<ul style="list-style-type: none"> <li>The following information has been shared with school first aiders: <a href="#">Resuscitation Council UK Statement on COVID-19 in relation to CPR and resuscitation in first aid and community settings</a> <a href="http://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> </ul>	✓		
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> </ul> </li> </ul>		Locations where pupils could be isolated: Room near office identified.	

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	<ul style="list-style-type: none"> <li>○ <b>or</b> has a loss of, or change in, their normal sense of taste or smell (anosmia)</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 14 days from when the symptomatic person first had symptoms.</p>	✓	Parents/Carers informed of school protocol 02.09.20	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>○ <b>a 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 risk of fluids entering the eye from, for example, coughing, spitting or vomiting.</li> </ul> </li> </ul>	✓	PPE supplies maintained	LOW
	<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> </ul> <p>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>.</p>	✓		LOW
	<ul style="list-style-type: none"> <li>● Records of persons with symptoms consistent with coronavirus are kept (ref: tracker).</li> </ul>	✓	Proforma established	LOW
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</li> </ul>	✓	Test and Trace Policy to be ratified 16.07.20	LOW

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	tests for their children if they develop symptoms. <a href="#">Posters are available here.</a>			
	<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: "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>	✓	Protocols established. Barriers to teaching identified by Pastoral Team	LOW
	<ul style="list-style-type: none"> <li>Swift action is taken when you become aware that someone who has attended school has tested positive for coronavirus by contacting PHE East Midlands Health Protection: 0344 2254 524 The School's employer (LA or Trust) should also be contacted. (See symptom summary chart).</li> </ul>	✓	Academy has proven experience of putting this procedure in place.	LOW
	<ul style="list-style-type: none"> <li>Staff and parent telephone numbers are checked for accuracy.</li> </ul>	✓	Ongoing	MEDIUM
	<ul style="list-style-type: none"> <li>Contact details, are kept of all other visitors to the school, including where possible, personal phone numbers.</li> </ul>	✓	GDPR guidance sought	
	<ul style="list-style-type: none"> <li>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.                         </li> </ul>	✓	New record sheets to be created.  Staff allocated for 20/21 year groups	

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	<ul style="list-style-type: none"> <li>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).</li> </ul>	✓		
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>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>	✓	Protocols to continue	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>	✗	Face covering protocol to be established if advised in September	LOW
	<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>	✓		
	<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</li> </ul>	✓	Posters to be displayed in every classroom for September	LOW

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	<p>pupils.</p> <p>Particular pupil groups are encouraged where possible not to touch their faces or to put objects in their mouths.</p>			
	<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.</li> </ul> <p>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.</p>	✓		LOW
	<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>	✓		LOW
	<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.</li> </ul> <p>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.</p> <p>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.</p> <p>Site staff / cleaners wash their hands after emptying the bins.</p>	✓	Lidded bins in every classroom	
	<ul style="list-style-type: none"> <li>Schools that have <b>not</b> had a lengthy closure: A full deep clean of the premises should not be necessary unless it</li> </ul>	✓	Deep clean of the premises to continue Friday p.m. until no longer advised	

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	<p>has been required by Public Health England. However, all touch surfaces should be given priority for cleaning, as should have been the case during the partial opening.</p> <ul style="list-style-type: none"> <li>Sufficient ongoing enhanced cleaning in areas occupied by staff and pupils. 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. Frequently touched surfaces and touch points are cleaned using sanitizing chemicals. The frequency of necessary cleaning has been identified. More frequent cleaning is required of rooms / shared areas that are used by different groups.</li> <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>	<p>✓</p> <p>✓</p>	<p>Protocols established here and will be maintained</p> <p>Cashless site</p>	
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> <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> <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</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>Bubble year group corridors to be established. Y4 individual in terms of the classroom location</p> <p>Current protocols to be maintained in terms of equipment and cleaning</p>	<p>LOW</p> <p>LOW</p>

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	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.			LOW
	<ul style="list-style-type: none"> <li>Teachers wash or sanitise their hands before and after handling pupils' books.</li> </ul>	✓	“	
	<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>	✓	“	
	<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>	✓	“	
	<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>	✓	“	
	<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>	✓	“ Bags allowed from September	
	<ul style="list-style-type: none"> <li>The amount of shared resources that are taken home are limited.</li> </ul>	✓		
	<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>	✓		
	<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</li> </ul>	✓		

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	lids in nurseries a temporary cover is placed over the toilet when <b>staff</b> 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>	✓	In place	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>	✗	Training online for all staff on INSET 02.09.20	
	<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>	✓	Review 02.09.20	
	<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>	✓		
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 are the main confirmed	<ul style="list-style-type: none"> <li>The Head Teacher has determined whether to ask staff or visitors to wear, or agree to them wearing face coverings in circumstances where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms.  Note that some individuals are exempt from wearing face coverings.  (Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face</li> </ul>	✓	Face coverings typically not to be worn in school. Face coverings will be worn on a case by case basis to be discussed personally with Head Teacher where necessary, (typically where social distancing cannot be applied)	LOW

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sources of transmission of virus that causes coronavirus infection)	coverings would have a negative impact on teaching and their use in the classroom should be avoided).			
	<ul style="list-style-type: none"> <li>In the event that the Head Teacher 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</li> </ul>	✓	Face coverings maintained in school office.	LOW
	<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>	✓	List available in school office.	LOW
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> </ul>	✓	Ventilation to be reviewed throughout Autumn Term	
	<ul style="list-style-type: none"> <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> </ul>	✓		
	<ul style="list-style-type: none"> <li>Consider whether drinking fountains need to be taken out of action.</li> </ul>	N/A		
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>	✓		
<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>	✓		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</li> </ul>	✓		

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
	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.			
	<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>	✓	Minimal use of public transport	
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>	✓		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>	✓		LOW
	<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>	✓		LOW
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>	✓		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 individuals from the same household) can safely be present in the foyer at any one time. Instructional signage is displayed. 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.</li> </ul>	✓		LOW
	<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</li> </ul>	✓		LOW

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
	acceptable where screens are fitted)			
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>	✓		LOW  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. 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:                             <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> </li> </ul>	✓	Typically 2 metres apart work stations established.  Risk assess where this is not in place.	
	<ul style="list-style-type: none"> <li>Hot desks are avoided where possible. Where not possible, workstations are cleaned in between use.</li> </ul>	N/A		
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>	✓		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>	✓		
	<ul style="list-style-type: none"> <li>Pens, documents and other objects are not shared.</li> </ul>	✓		
	<ul style="list-style-type: none"> <li>Hand sanitiser is provided in meeting rooms.</li> </ul>	✓		
	<ul style="list-style-type: none"> <li>Meetings are held outdoors or in well-ventilated rooms whenever possible.</li> </ul>	✓		

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>For areas where regular meetings take place, floor signage is used to help people maintain social distancing.</li> </ul>	✓		
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>	✓  ✓	Staff briefing in Junior Hall to maintain social distancing	LOW  LOW
	<ul style="list-style-type: none"> <li>Notices promoting hand hygiene and social distancing are visibly placed in the staff room.</li> </ul>	✓		
Corridors	<ul style="list-style-type: none"> <li>Movement around the school site is kept to a minimum.</li> </ul>	✓		
	<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>	N/A	Corridors too narrow. Routes to exits to be established	LOW
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>	✓	Classrooms organised with 15 tables facing the front	LOW
	<ul style="list-style-type: none"> <li>Ideally, adults maintain a 2-metre distance from each other, and from children. They avoid close face to face contact and minimise time spent within 1 metre of anyone. 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</li> </ul>	✓	Guidance noted	LOW

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
	full educational offer.			
	<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. (Note that in the event that a member of staff develops coronavirus symptoms and tests positive then their close contacts across all these bubble groups may need to be sent home to self-isolate).</li> </ul>	✓	Guidance noted. Staffing continuity established where possible	LOW
	<ul style="list-style-type: none"> <li>DfE recommend that groups the size of a full class are implemented in primary schools. (If class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized 'bubbles')</li> </ul>	✓		LOW
	<ul style="list-style-type: none"> <li>The bubble groups (pupils) do not mix with other bubble groups throughout the school day as much as possible. Mixing into wider groups for specialist teaching is allowed.</li> </ul>	✓	Guidance noted	LOW
	<ul style="list-style-type: none"> <li>Classrooms are accessed directly from outside where possible.</li> </ul>	✓		
	<ul style="list-style-type: none"> <li>Pupils occupy the same classroom throughout the school day where possible. Where different groups of pupils use the same classroom at different times, the area is cleaned adequately in between their occupancy.</li> </ul>	✓	Guidance noted for IT Suite	LOW
<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>	✓			
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</li> </ul> </li> </ul>	✓	September lunchtime arrangements are being reviewed with our catering partners Relish to facilitate hot dinners	LOW

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
	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. <ul style="list-style-type: none"> <li>○ Midday Supervisors are allocated to the lowest number of consistent bubble groups.</li> <li>○ Note: as per the rest of the school day, social distancing is not required within the bubble group at lunch.</li> <li>○ Suitable cleaning for infection control purposes is undertaken between any bubble groups usage of a space (mandatory).</li> </ul>	✓		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>	✓	Guidance acknowledged and available for key members of staff	LOW
Curriculum: School Sport	<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>. 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.</li> </ul>	✓	Sports team meeting 03.09.20 Principles outlined here to be applied whenever possible. Changes in any guidance to be noted.	LOW
	<ul style="list-style-type: none"> <li>● Distancing is maximised between pupils as much as possible during all activities.</li> </ul>	✓		
	<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>	✓	Bubbles will not mix without Social Distancing or Best Practice Hygiene principles applied.	
	<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>	✓		

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
	Sports equipment thoroughly cleaned (or kept in quarantine for 72 hours) between each use by different individual groups.			
Curriculum: Music, dance and drama in school	<ul style="list-style-type: none"> <li>The school understands that singing, wind and brass instrument playing can be undertaken in line with DfE and other guidance but studies have also indicated that it is the cumulative aerosol transmission from both those performing in and attending events is likely to create risk.</li> </ul>	✓		LOW
	<ul style="list-style-type: none"> <li>Particular care is taken in 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.</li> </ul>	✓		LOW
	<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 unduly. If possible, microphones are used to reduce the need for shouting or prolonged periods of loud speaking or singing.</li> </ul>	✓		LOW
	<ul style="list-style-type: none"> <li>Playing instruments and singing in groups take place outdoors wherever possible. 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.</li> </ul>	✓		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 (at least 10l/s/person for all present, including</li> </ul>	✓		LOW

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>audiences*) and strict social distancing can be maintained. Teachers do not provide physical correction.</p> <p>In the smaller groups where these activities can take place, pupils are either:</p> <ul style="list-style-type: none"> <li>○ Positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Wind and brass players are positioned so that the air from their instrument does not blow into another player.</li> <li>○ Otherwise a 2 metre social distancing must be maintained.</li> </ul> <p>* This may be impossible to measure.</p> <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. If instruments and equipment have to be shared, they are disinfected regularly. Increased handwashing is undertaken before and after handling equipment, especially if being used by more than one person.</li> <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> <li>● <u>Music lessons in private homes:</u> If there is no viable alternative, they can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision.</li> </ul>			LOW
		✓		
		✓		LOW
		N/A		
School hall	<ul style="list-style-type: none"> <li>● Large gatherings such as assemblies or collective worship with more than one bubble group are avoided.</li> <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>	✓	Guidance noted	
		✓		

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
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). 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.</li> </ul>	✓	Toilet protocols to be established with Year Group bubbles	LOW
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>	✓	Guidance noted	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>	✓		
	<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>	✓	Guidance noted	
Site	<ul style="list-style-type: none"> <li>The risk of air conditioning spreading coronavirus is extremely low: If you use a centralised ventilation system that removes and circulates air to different rooms, it is recommended that you turn off recirculation and use a fresh air supply. You do not need to adjust other types of air conditioning systems. If you're unsure, speak to your heating ventilation and air conditioning (HVAC) engineers or advisers.</li> </ul>			
	<ul style="list-style-type: none"> <li>Good ventilation is encouraged to help reduce the risk of spreading coronavirus. Fans may be used when windows and/or doors are opened to encourage air changes.</li> </ul>	✓		
Breakfast and After School Clubs <a href="#">(Reference)</a>	<ul style="list-style-type: none"> <li>Breakfast clubs are resumed where possible to ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.</li> </ul>	✓		LOW

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>Schools keep children within their day bubbles where possible in these clubs. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</li> </ul>	✓	Guidance noted. Additional staff allocated	
Hiring out the school facilities	<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>	✓		LOW
<b>Operational issues</b>				
Availability of staff	<ul style="list-style-type: none"> <li>School leaders have discussed leave arrangements with staff before the end of the summer term to inform planning for the autumn term in particular referencing that travel to some countries require a quarantine for 14 days on their return. The school considers the impact where staff travel abroad, their return travel arrangements are disrupted due to factors arising beyond their control in relation to coronavirus, such as the potential for reinstatement of lockdown measures in the place they are visiting.</li> </ul>	✓	Letter issued to staff	LOW
	<ul style="list-style-type: none"> <li>Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders consider if it is possible to temporarily amend working arrangements to enable them to work from home.</li> </ul>	✓		LOW
	<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>	✓		LOW
	<ul style="list-style-type: none"> <li>Sufficient Physical Intervention trained staff are on site (see "other issues" below)</li> </ul>	✓		LOW
Supervision	<ul style="list-style-type: none"> <li>Supervision ratios are met (for identified individual pupils)</li> </ul>	✓		LOW

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
First Aid	• Adequate number of first aiders (FAW / EFAW) are on site.	✓		LOW
	• Adequate number of paediatric first aiders are on site.	✓	14 PFA onsite	
Medication	• Necessary pupil medication has been returned to school.	✓		LOW
Catering	• Assurance has been obtained that the school's catering provider complies with the <a href="#">guidance for food businesses on coronavirus</a> .	✓		LOW
<b>Site Health and Safety Concerns (General)</b>				
Legionella	• Rarely used outlets have been identified taking into account current usage of taps.	✓		LOW
Fire Procedures	• A fire drill has been organised for early in the school year.	✓	w/b 09.09.20	LOW
	• 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).	✓		
Various site tasks	• Specific site management tasks are undertaken after re-opening following a <b>lengthy</b> closure*.	N/A		
<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 the new rules and routines, setting clear, reasonable and proportionate expectations of pupil behaviour.</li> </ul> <p>These have been communicated to staff, pupils and parents/carers.</p> <p>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 section below).</p>	✓	Discussed on INSET 01.09.20	LOW

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>The school will work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</li> </ul>	✓		
SEND pupils	<ul style="list-style-type: none"> <li>Individual pupil risk assessments have been reviewed prior to the pupil returning to evaluate any additional measures that may be required. The risk assessments are then subject to regular review if there are any behavioural changes with the pupil on site.</li> </ul>	✓		LOW
	<ul style="list-style-type: none"> <li>Where necessary for learning and or safety reasons, and with agreement from the parents and carers, identified SEND pupils, and in particular those that had an extended period away from the school site, are re-integrated into the school on a phased basis (no longer than 4-6 weeks) with a mix of curriculum and non-curriculum activities.</li> </ul>	✓		
	<ul style="list-style-type: none"> <li>Pupils with SEND (whether with education, health and care plans or on SEN support) have been identified who will need specific help and preparation for the changes to routine in the new academic year. SEND pupils are given additional time and understanding to comply with the new school rules associated with the virus. Teachers and SENCOs have planned to meet these needs, for example using social stories. Support Services are engaged with as and when necessary to assist these processes.</li> </ul>	✓  ✓		
	<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>	✓	Additional staff and arrangements in place to support identified children	
	<ul style="list-style-type: none"> <li>The requirement to undertake 'reasonable endeavours' to secure or arrange the specified special educational and health care provision within EHC plans will expire as planned on 25 September 2020 –</li> </ul>	✓	Guidance noted by SENCO	

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
	full provision for all children and young people with EHC plans will be restored after this date.			
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>	✓	Discussed with Board 16.07.20	LOW
	<ul style="list-style-type: none"> <li>Schools have considered the potential concerns of staff who may be reluctant or anxious about returning and the right support is in place to address this. This may include staff who have been in the clinically vulnerable health and BAME groups, families that have been personally affected and those that have not been in school since the lockdown commenced.</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>	✓	Ongoing staff liaison in place	
	<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>	✓		LOW
	<ul style="list-style-type: none"> <li>Telephone counselling services are available.</li> </ul>	✓	School Counsellor available	
	<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 SEND.</p>	✓		LOW
	<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>.</li> </ul> <p>DfE has also published a range of resources, including <a href="#">case studies to support remote education</a> and help address staff workload, this</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
	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.			
Pupil welfare and mental health support ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>Schools have considered the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and the right support is in place to address this. This may include pupils who have been in the clinically vulnerable health and BAME groups, families that have been personally affected and those that have not been in school since the lockdown commenced.</li> <li>The school has discussed their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Plans have been developed for re-engaging them.</li> </ul>	✓	Resonse led by the Pastoral Team.	LOW
	<ul style="list-style-type: none"> <li>The school has considered the provision of pastoral and extra-curricular activities to all pupils designed 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 coronavirus</li> <li>support pupils with approaches to improving their physical and mental wellbeing</li> </ul> </li> </ul>	✓	Pastoral Team will address issues for any relevant families/children	
	<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> <li>This is monitored and appropriate proactive and reactive measures taken.</li> </ul>	✓	Issue identified in the SDP 20/21	LOW
<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. Ref:</li> </ul>	✓	Seesaw application used	LOW

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
	<a href="https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources">https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources</a>			
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>	✓	All training logs reviewed to ensure appropriately trained staff in place	LOW
	<ul style="list-style-type: none"> <li>HSE has agreed a final deadline for first aid requalification for these qualifications of 30 September 2020.</li> </ul>	✓	All training logs reviewed to ensure appropriately trained staff in place	
	<ul style="list-style-type: none"> <li>There has been a formal 6 month period of grace given to settings for school staff to attend Physical Intervention training and re-certificate.</li> </ul>	✓	All training logs reviewed to ensure appropriately trained staff in place	
	<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>	✓	Guidance noted	
Incident Reporting	<ul style="list-style-type: none"> <li>If a staff member has been diagnosed as having COVID-19 attributed to an occupational exposure to coronavirus this is reported as a case of disease via the school's incident reporting system and to the HSE according to RIDDOR requirements: <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>	✓		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>	✓	3 DSL on site typically	LOW
	<ul style="list-style-type: none"> <li>DSLs (and deputies) are provided with more time, especially in the first few weeks of term, 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>	✓		LOW

Hazard Aspect	Possible control measures	✓ 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
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.</li> </ul> The school follows any forthcoming instructions from the employer, government advice, and national or local directions from Public Health England.	✓		LOW

<b>Are there any other foreseeable hazards associated with the Covid-19?</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
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Additional Hazards	List any additional control measures required	<b>Residual Risk rating</b> High, medium, low

**\* Reopening after a lengthy closure:**

- Before resuming normal operation, commission a water treatment specialist to chlorinate and flush the complete system for all hot and cold water systems (including drinking water) and certify the water system is safe before the buildings are reoccupied. Allow sufficient time for this activity, approx. 1 week before opening if possible.
- Recommission all systems before re-opening, as would normally be done after a long holiday period. This includes gas, heating, water supply, mechanical and electrical systems, and catering equipment.
- Check your fire safety systems including making sure:
  - all fire doors are operational
  - your fire alarm system and emergency lights are operational

Clean and disinfect all areas and surfaces prior to reopening and if necessary, utilise pest control for insect infestations, particularly in the kitchen and/or food preparation areas. Deep clean the kitchen prior to reopening before food preparation resumes.

See also this [Zurich Municipal guide](#).

**† Designated safeguarding leads (DSLs)**

The optimal scenario for any school is to have a trained DSL or deputy available on site. It is recognised this may not be possible, and where this is the case there are 2 options to consider:

- a trained DSL or deputy from the school can be available to be contacted via phone or online video - for example working from home
- sharing trained DSLs or deputies with other schools (who should be available to be contacted via phone or online video)

Where a trained DSL or deputy is not on site, in addition to one of the above options, the department recommend a senior leader takes responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection files, liaising with the offsite DSL (or deputy) and as required liaising with children’s social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

Whatever the scenario, it is important that all school staff and volunteers have access to a trained DSL or deputy and know on any given day who that person is and how to speak to them.

**Reference Websites:**

- [www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings](http://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](http://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)

<b>ASSESSED BY (Print name)</b>	<b>SIGNED</b>	<b>DATE</b>