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| School/Academy: | The Milford Academy | Date of assessment | January 2021 Updated 2.3.21 | |
| Who might be harmed? | Pupils, staff, visitors and contractors | How many are affected? | Whole School | |
| Lockdown Easing Status: | Step One (From 8th March) (All schools will reopen) | | | |
| Reference Document: | DfE: Schools coronavirus (COVID-19) operational guidance (February 2021) | | | |
| Date | Summary of school position (include numbers of staff working from home / shielding, bubble sizes) | | | |
| 18/01/21 | Currently we have a maximum of 145 pupils attending on-site each day – this represents around 30% of all pupils. All other pupils are accessing remote learning from home using Seesaw platform primarily. Children on site are being taught in year group bubbles that range in size from 15-20. Nursery / MESU has been opened to all who wish to attend – around 75% of children in this bubble are attending. | | | |
| 04/03/21 | All pupils are due to return to school from 08/03/21. All staff, unless instructed to officially shield will also be on work for their working hours. | | | |
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| 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 | | | | |
| Communication | | | | |
| Staff | <ul style="list-style-type: none"> This completed risk assessment is shared with staff. Signatures are obtained. | ✓ | All staff to sign by 12/03/21 | LOW |
| | <ul style="list-style-type: none"> Staff are encouraged to give regular feedback on the effectiveness of these control measures and plans, share suggestions and identify additional touch points. | ✓ | Senior Leader available on site each day | |
| Parents/carers, pupils and visitors | <ul style="list-style-type: none"> 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. | ✓ | Signs in place, regular updates comms with parents, staff and pupils | LOW |

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| | <ul style="list-style-type: none"> 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). | ✓ | On website by 08/03/21 | |
| | <ul style="list-style-type: none"> 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. | ✓ | Information sent out to all families w/c – 01/03/21 | |
| Employer | <ul style="list-style-type: none"> The completed risk assessment (v.5) is shared with the Governing Body and employer. | ✓ | To be sent to Chair by 05/03/21 | LOW |
| Trade Unions | <ul style="list-style-type: none"> 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). | ✓ | Shared with all TU as necessary – supported by D.T. | LOW |
| Contracting / transmitting Covid-19 | | | | |
| Preventing symptomatic persons attending school | <ul style="list-style-type: none"> 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"> o a new, continuous cough o or a high temperature o or has a loss of, or change in, their normal sense of taste or smell (anosmia) <p>PHE Campaign posters are available here.</p> | ✓ | Health protocols to be resent to all parents/carers prior to full return on 08/03/21 | LOW |
| | <ul style="list-style-type: none"> 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 | ✓ | Reminder to parents/carers about not sending children with Covid-19 symptoms to be sent by 05/03/21 Temperature testing available at school. Evidence of test results to be seen when returning. | |

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| | their pupils and staff from possible infection with coronavirus. | | | |
| Individuals not accessing the vaccination programme | <ul style="list-style-type: none"> Staff, their households and parents are encouraged to access the vaccination programme when it is available for their priority group. Posters are available here: https://coronavirusresources.phe.gov.uk/covid-19-vaccine/resources/ | ✓ | Information shared with all these stakeholders by 08/03/21 | LOW |
| Preventing persons who are at a higher risk of carrying the virus attending school Reference | <ul style="list-style-type: none"> Staff 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. | ✓ | Shared with staff by 08/03/21 | LOW |
| | <ul style="list-style-type: none"> Parents and carers 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. | ✓ | Shared with all families by 08/03/21 | |
| | <ul style="list-style-type: none"> Records are kept of such visits. | ✓ | School office to maintain a log of all such visits | |
| Reducing the number of persons on site | <ul style="list-style-type: none"> 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) | ✓ | All ECV staff working from home. Pregnant staff over 28 weeks working from home | LOW |
| | | ✓ | Individual RAS in place for staff falling into other groups working on site. | |
| | <ul style="list-style-type: none"> Contractors undertaking statutory testing and emergency and | ✓ | Rotas in place to ensure all staff have agreed working patterns Shared information with site team | |

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| | <p>routine repairs are permitted on site.</p> <p>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.</p> <p>The number and duration of face to face contacts with adults is limited as far as possible (e.g. less than 15 minutes in one day). 2 metre social distancing protocols are followed.</p> | ✓ | <p>Plans in place to ensure contractors are on site for the least time possible.</p> <p>Social distancing in place</p> | |
| | <ul style="list-style-type: none"> Supply teachers, peripatetic teachers and/or other temporary staff can move between schools, but are kept to the minimum. <p>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.</p> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual.</p> | ✓ | <p>Track & Trace records in place. Contact between “bubbles” minimised. Social distancing observed to keep contact between bubbles minimised.</p> | |
| | <ul style="list-style-type: none"> 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. | ✓ | <p>ITT trainees in school follow all agree protocols</p> | |
| | <ul style="list-style-type: none"> 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. | ✓ | <p>Designated meeting areas for essential visitors to facilitate additional hygiene measures</p> | |
| | <ul style="list-style-type: none"> Parents/carers are informed that if their child needs to be accompanied to the school, only one parent/carer should attend if possible. | ✓ | <p>Information shared with all families</p> | |

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| | <ul style="list-style-type: none"> 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. less than 15 minutes). | ✓ | Conversations held outside where practical. Well ventilated meeting room used if required with social distancing measures followed and disinfectant wipes. | |
| | <ul style="list-style-type: none"> 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. | ✓ | Only essential visitors to attend school site – check with Head Teacher / Business Manager if staff not sure on this | |
| | <ul style="list-style-type: none"> 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. | ✓ | Meetings still being held virtually | |
| | <ul style="list-style-type: none"> 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. | ✓ | No planned performances with an audience this term | |
| Persons at higher risk of becoming seriously ill | <ul style="list-style-type: none"> Clinically extremely vulnerable staff 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. See also staff welfare. | ✓ | Staff who are classed as CEV are not working on site. | |
| | <ul style="list-style-type: none"> Clinically extremely vulnerable pupils are currently advised not | ✓ | No pupils currently in this category | |

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| | to attend school. Copies of the shielding letter sent to CEV children are requested if necessary. | | | |
| | <ul style="list-style-type: none"> The following measures are in place for pregnant members of staff and recorded on the pregnancy Covid risk assessment: <ul style="list-style-type: none"> Up to 28 weeks: Avoid face to face contact, observe social distancing recommendations where possible. Over 28 weeks: Consider further precautions. | ✓ | All guidance followed and measures put in place for Spring term | |
| | <ul style="list-style-type: none"> Staff in the BAME categories 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. | ✓ | Meetings with staff in this group taken place with RP and individual RAs updated W/C 08/03/21 | |
| | <ul style="list-style-type: none"> Clinically vulnerable 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. | ✓ | Discussed with individual staff who are generally working from home where they can – where they are on site individual RAs have been carried out and shared | |
| | <ul style="list-style-type: none"> Staff who live with those who are clinically vulnerable or clinically extremely vulnerable are individually reminded to observe good prevention practice in the workplace and home settings. | ✓ | As above | |
| School Visits | <ul style="list-style-type: none"> The school notes that the DfE advises against educational visits at this time. | ✓ | No planned educational visits in Spring term | |
| Undertaking CPR / and First Aid | <ul style="list-style-type: none"> The following information has been shared with school first aiders: Resuscitation Council UK Statement on COVID-19 in relation to | ✓ | Shared with all 1 st aid staff in school. | |

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| | <p>CPR and resuscitation in first aid and community settings www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm</p> <p>“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”</p> | | | |
| Persons becoming symptomatic whilst in school | <ul style="list-style-type: none"> • If anyone in the school becomes unwell with: <ul style="list-style-type: none"> ○ a new, continuous cough ○ or a high temperature ○ or has a loss of, or change in, their normal sense of taste or smell (anosmia) • they must: <ul style="list-style-type: none"> ○ be sent home and advised to follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’, which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus. <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>Locations where pupils could be isolated:</p> <p>Meeting room opposite main reception to continue to be used for this purpose.</p> <p>All staff aware of the procedure when child displays symptoms</p> | |
| | <ul style="list-style-type: none"> • 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"> ○ a face mask ○ disposable gloves and an apron if contact is necessary ○ eye protection if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting. | ✓ | PPE supplies maintained | LOW |
| | <ul style="list-style-type: none"> • 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 | ✓ | | LOW |

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| | <p>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.</p> <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 COVID-19: cleaning of non-healthcare settings guidance.</p> | | | |
| | <ul style="list-style-type: none"> Records of persons with symptoms consistent with coronavirus are kept (ref: tracker). | ✓ | Proforma established | LOW |
| Test and Trace | <ul style="list-style-type: none"> The latest NHS/PHE test and trace information has been shared with staff and parents. In particular, parents are encouraged to get tests for their children if they develop symptoms. | ✓ | Shared with all stake holders as required | |
| | <ul style="list-style-type: none"> 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. Reference. "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. | ✓ | Protocols established. Barriers to teaching identified by Pastoral Team | LOW |
| | <ul style="list-style-type: none"> Swift action is taken when you become aware that someone who has attended school has tested positive for coronavirus (ref. symptom summary sheet v.6) | ✓ | Swift action evidentially taken (see report log) | |
| | <ul style="list-style-type: none"> Staff and parent telephone numbers are checked for accuracy. | ✓ | Ongoing | |
| | <ul style="list-style-type: none"> Contact details, are kept of all other visitors to the school, including where possible, personal phone numbers. | ✓ | GDPR guidance sought | |
| | | | | MEDIUM |

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| | <ul style="list-style-type: none"> • Ongoing records are kept of: <ul style="list-style-type: none"> ○ The names of pupils in the bubbles and members of staff who have accessed them. ○ Any close contact that takes places between children and staff in different bubbles. These details may be required at short notice outside the regular school day to enable the school to inform individuals to immediately self-isolate. • Where staff have downloaded the NHS Covid app: <ul style="list-style-type: none"> ○ If staff keep their mobile phones on their person during the working day then the app can be left on. ○ 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) Note that the Bluetooth capabilities of the contact tracing app can go through walls (consider classrooms where the teaching areas are back to back). • 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). | <p>✓</p> <p>✓</p> <p>✓</p> | <p>New record sheets to be created.</p> <p>Staff allocated for 20/21 year groups</p> <p>Staff will judge their own personal circumstances to decide if their mobile phones need to be switched on (e.g. childcare COVID issues)</p> | |
| Lateral Flow Testing (LFT) | <ul style="list-style-type: none"> • School staff have been appointed a "COVID-19 Coordinator" who will be responsible for: <ul style="list-style-type: none"> ○ communicating with stakeholders ○ ensuring staff are using the right instructions and that they sign for the test kits using the 'test kit log' ○ reporting incidents and carry out risk management ○ storing and reporting any required data ○ reordering tests when required | | <p>Head Teacher and Business Manager are in roles of COVID-19 co-ordinators</p> <p>All resources have been read and shared with staff. Webinars run by DfE attended by both co-ordinators</p> | |

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| | <p>They have read and understood the resources from the Primary portal.</p> <ul style="list-style-type: none"> • 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.) • 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. The two test days have been decided (3-4 days apart). (It is recommended that one of these test days is Monday.) • Staff are reminded that: <ul style="list-style-type: none"> ○ 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. ○ 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. ○ The testing programme does not replace current (PCR) testing policy for those with symptoms. • Appropriate action is taken in the event of: <ul style="list-style-type: none"> ○ A negative test result ○ A positive test result ○ Two void test results • Necessary records of testing are kept. | | <p>Detailed information booklet provided to all staff</p> <p>Test days :Monday and Thursday weekly</p> <p>Staff made aware of all of the information relating to outcomes of LFTs</p> <p>All results are logged by staff as required by the guidance and appropriate action taken in the instance of a positive or two void tests – staff member isolates and books PCR test.</p> <p>As above</p> | |
| Hygiene – General | <ul style="list-style-type: none"> • 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"> ○ On arrival at school ○ After breaks and sport activities | ✓ | Protocols to continue | LOW |

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| | <ul style="list-style-type: none"> ○ Early Years: after using wheeled bikes, trikes and other large, movable toys ○ Before cooking and eating ○ After sneezing or coughing ○ After using the toilet ○ Before leaving home <p>Note: Electric hand dryers may be used in schools</p> <ul style="list-style-type: none"> ● 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. | | <p>Face coverings are required to be worn by all staff members when moving around the school site but not in classroom environments. The use of and removal of face coverings should follow the following government guidance:</p> <p>When wearing a face covering you should:</p> <p>wash your hands thoroughly with soap and water for 20 seconds or use hand sanitiser before putting a face covering on avoid wearing on your neck or forehead avoid touching the part of the face covering in contact with your mouth and nose, as it could be contaminated with the virus change the face covering if it becomes damp or if you've touched it avoid taking it off and putting it back on a lot in quick succession (for example, when leaving and entering shops on a high street)</p> <p>When removing a face covering:</p> <p>wash your hands thoroughly with soap and water for 20 seconds or use hand sanitiser before removing only handle the straps, ties or clips</p> | <p>LOW</p> <p>LOW</p> <p>LOW</p> |

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| | <ul style="list-style-type: none"> <li data-bbox="392 603 1261 751">• 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 data-bbox="392 751 1261 967">• Posters 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. Particular pupil groups are encouraged where possible not to touch their faces or to put objects in their mouths. <li data-bbox="392 967 1261 1270">• 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 data-bbox="392 1270 1261 1382">• Arrangements for dealing with bodily fluids are in place. The risk assessment has been completed and appropriate disposal procedures are in place. <li data-bbox="392 1382 1261 1422">• The best choice of bins for used tissues is a lidded bin with a pedal | <p data-bbox="1261 323 1397 603"></p> <p data-bbox="1261 603 1397 751">✓</p> <p data-bbox="1261 751 1397 967">✓</p> <p data-bbox="1261 967 1397 1270">✓</p> <p data-bbox="1261 1270 1397 1382">✓</p> <p data-bbox="1261 1382 1397 1422">✓</p> | <p data-bbox="1397 323 1977 603">do not give it to someone else to use if single-use, dispose of it carefully in a residual waste bin and do not recycle if reusable, wash it in line with manufacturer's instructions at the highest temperature appropriate for the fabric wash your hands thoroughly with soap and water for 20 seconds or use hand sanitiser once removed</p> <p data-bbox="1397 603 1977 751">PE kit is being worn to school on PE lesson days to reduce the amount of additional items coming on site.</p> <p data-bbox="1397 751 1977 967">Posters to be displayed in every classroom and at main entrances</p> <p data-bbox="1397 967 1977 1270">Checked regularly to ensure supplies do not run out – staff to inform Estates Manager when supplies are low</p> <p data-bbox="1397 1270 1977 1382"></p> <p data-bbox="1397 1382 1977 1422">Lidded bins in every classroom</p> | <p data-bbox="1977 323 2186 603">LOW</p> |

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| | <p>as you will not need to physically touch the bin lid and the tissues will be safely stored.</p> <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> <ul style="list-style-type: none"> • 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 restrict access. <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> <ul style="list-style-type: none"> • 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. | <p>✓</p> <p>✓</p> <p>✓</p> | <p>Cleaning protocols and rotas discussed with site manager – additional cleaning is taking place throughout the day across school.</p> <p>Touch points around school cleaned regularly</p> <p>Cleaning rota shared with all staff / weekly deep clean to take place in all classrooms</p> <p>Cashless site</p> | |

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| Hygiene – Classroom group bubble | <ul style="list-style-type: none"> 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. | ✓ | Bubble year group corridors to be established. Y4 individual in terms of the classroom location | |
| | <ul style="list-style-type: none"> 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. | ✓ | | |
| | <ul style="list-style-type: none"> 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. | ✓ | Additional cleaning staff hours in place – cleaning takes place before school, during lunchtime and after school in all bubble areas – cleaners zoned to reduce cross bubble working. Staff reminded of protocols around not sharing / handling equipment that has been touched or used by others – regular hand washing if / when this is needed. All staff have access to wipes and sanitiser in bubble areas. Pupils trained to handle own equipment or a dropped tissue etc and again regular hand washing is carried out in all bubbles. | LOW LOW |
| | <ul style="list-style-type: none"> Teachers wash or sanitise their hands before and after handling pupils' books. | ✓ | “ | |
| | <ul style="list-style-type: none"> 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. Staff and pupils have their own pencils and pens, which are not shared. Consider labelling items with pupils' names. | ✓ | “ | |
| | <ul style="list-style-type: none"> 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 | ✓ | “ | |

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| | <p>outdoor construction activities are washed before and after use.</p> <ul style="list-style-type: none"> • Resources that are shared between 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. • 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. • The amount of shared resources that are taken home are limited. • Ensure that reusable drinking cups are not shared between pupils. Consider replacing reusable drinking cups with disposable cups. • 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 staff have to flush nursery toilets. | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> | <p>“</p> <p>“</p> <p>Pupil books all staying in school for Spring term</p> <p>Children have own drinks bottles that are not touched by staff – taken home daily to be cleaned</p> <p>Use of toilet seat covers being discussed and solution to be in place for 08/03/21</p> | |
| <p>PPE (Reference)</p> | <ul style="list-style-type: none"> • Adequate necessary Personal Protective Equipment (PPE) is available for cleaning tasks, personal care, first aid and certain medical procedures. • Training and instruction have been provided for the putting on, removing and disposal of PPE. • Risk assessments in place for medical procedures have been reviewed in light of the pandemic (contact the medical professional | <p>✓</p> <p>✓</p> <p>✓</p> | <p>In place</p> <p>Training online for all staff took place on INSET 02.09.20</p> <p>Following government guidance is shared with staff and followed:</p> <p>https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</p> <p>Reviewed January 2021</p> | <p>LOW</p> |

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| | <p>who created or assisted with the creation of the risk assessment) and in particular noting whether any additional PPE is necessary.</p> <ul style="list-style-type: none"> 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"> a FFP2/3 respirator gloves a long-sleeved fluid repellent gown eye protection | N/A | | |
| <p>Face coverings in school</p> <p>(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 sources of transmission of virus that causes coronavirus infection)</p> | <ul style="list-style-type: none"> 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 social distancing is not possible. Staff will now have access to face coverings due to their increasing use in wider society. However, 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. Instructions are displayed / provided for wearers of face coverings of the correct way– available as a list here and an infographic here | <p>✓</p> <p>✓</p> <p>✓</p> | <p>Face coverings are required to be worn by all staff or visitors when entering / leaving the site and when moving around the site. They are not required to be worn when working within bubble classrooms but clear visors are available to any staff member wishing to wear one. This does not apply to any person who is exempt from this requirement.</p> <p>Staff now required to wear face coverings when moving around school</p> <p>Supply of face coverings available from main office</p> <p>List available in school office.</p> | LOW |

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| | | | | LOW |
| Reducing number of touchpoints | <ul style="list-style-type: none"> 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. | ✓ | Touchpoints are routinely cleaned before school, at lunchtime and after school on a daily basis Staff and pupils reminded to reduce the number of contacts they make with touchpoints and regular handwashing when moving from one part of school to another | |
| | <ul style="list-style-type: none"> 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. | ✓ | Staff able to use their cards to sign in and sanitizer station positioned next to signing in system – staff required to sanitize before and after signing in. | |
| | <ul style="list-style-type: none"> Consider whether drinking fountains need to be taken out of action. | N/A | | |
| Site to site visits | <ul style="list-style-type: none"> 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: https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering | ✓ | Masks are available from school office for any staff member or visitor who requires one | |
| Contracting / transmitting Covid-19 – including the “Bubble” Model | | | | |
| Parents and pupils travelling to school | <ul style="list-style-type: none"> Parents/carers and pupils are encouraged to walk or cycle to the school where possible. | ✓ | | LOW |
| | <ul style="list-style-type: none"> 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. | ✓ | | |
| | <ul style="list-style-type: none"> Families using public transport are referred to the safer travel guidance for passengers: https://www.gov.uk/guidance/coronavirus- | ✓ | Minimal use of public transport | |

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| | covid-19-safer-travel-guidance-for-passengers | | | |
| Organising the school day | <ul style="list-style-type: none"> 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. | ✓ | Windows of time for dropping off and collecting children at end of day 08:45 – 09:00am 3:00 – 3:15pm | LOW |
| | <ul style="list-style-type: none"> 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. | ✓ | Information shared with all families | LOW |
| | <ul style="list-style-type: none"> Break times including lunch are staggered so that all pupils are not moving around the school at the same time. | ✓ | All breaks staggered with no cross bubble situations | LOW |
| Foyer / Reception | <ul style="list-style-type: none"> Consider marking the ground directly outside the front entrance with tape or temporary paint at 2 metre intervals and display instructional signage. | ✓ | | LOW |
| | <ul style="list-style-type: none"> 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. | ✓ | Adult entrance to school restricted and monitored by office staff | LOW |
| | <ul style="list-style-type: none"> 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) | ✓ | In place | LOW |
| Office (Reference) | <ul style="list-style-type: none"> 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 | ✓ | | LOW |

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| | same individuals. | | | |
| | <ul style="list-style-type: none"> • The office layout has been examined such that workstations that are usable at the same time (i.e. 2 metres apart) have been identified. <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"> ○ Further increasing the frequency of hand washing and surface cleaning. ○ Keeping the activity time involved as short as possible. ○ Using screens or barriers to separate people from each other. ○ Using back-to-back or side-to-side working (rather than face to-face). | ✓ | <p>Typically 2 metres apart work stations established.</p> <p>Risk assess where this is not in place.</p> | |
| | <ul style="list-style-type: none"> • Hot desks are avoided where possible. Where not possible, workstations are cleaned in between use. | N/A | | |
| Meeting rooms | <ul style="list-style-type: none"> • Remote working tools (Teams, Zoom, Meet) are used to avoid in-person meetings where possible. | ✓ | | LOW |
| | <ul style="list-style-type: none"> • Only absolutely necessary participants physically attend meetings and they maintain social distancing guidelines (2m, or 1m with risk mitigation where 2m is not viable). | ✓ | | |
| | <ul style="list-style-type: none"> • Pens, documents and other objects are not shared. | ✓ | | |
| | <ul style="list-style-type: none"> • Hand sanitiser is provided in meeting rooms. | ✓ | | |
| | <ul style="list-style-type: none"> • Meetings are held outdoors or in well-ventilated rooms whenever possible. | ✓ | | |
| Staff room | <ul style="list-style-type: none"> • Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. | ✓ | Staff briefing in Junior Hall to maintain social distancing – only once a week if required – | LOW |

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| | <p>Staff can continue to use the staff room if they apply social distancing measures:</p> <ul style="list-style-type: none"> ○ Identify seating that can be used 2 metres apart. Back to back seating is preferred. Tape off other seating. ○ Stagger staff breaktimes ○ Instruct staff not to congregate at the kitchen area. | ✓ | email briefing notes to be sent in place of meeting where possible | LOW |
| | <ul style="list-style-type: none"> ● Notices promoting hand hygiene and social distancing are visibly placed in the staff room. | ✓ | | |
| Corridors | <ul style="list-style-type: none"> ● 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. | ✓ | Staff working in year group bubbles with limited need to move around school during the day. | LOW |
| | <ul style="list-style-type: none"> ● 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. | N/A | Breaks / lunch times are staggered Corridors too narrow. Routes to exits to be established | |
| Classrooms | <ul style="list-style-type: none"> ● Small adaptations are made to the classroom to support distancing where possible. This includes: <ul style="list-style-type: none"> ○ seating pupils side by side and facing forwards, rather than face to face or side on. ○ moving unnecessary furniture out of classrooms to make more space if necessary. | ✓ | Classrooms set up to ensure children facing same direction etc | LOW |
| | <ul style="list-style-type: none"> ● 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. | ✓ | Class sizes as 'normal' – no limitations on numbers per classroom. Small groups to be used where appropriate for learning purposes | |

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| | <ul style="list-style-type: none"> 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. 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. 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. Classrooms are accessed directly from outside where possible. 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. Pupils who routinely attend more than one setting on a part time basis have been identified and additional measures put in place as necessary. | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> | <p>Staff reminded of need to socially distance, signs up and in place around school site</p> <p>Pupils reminded of need to socially distance where possible – sat at tables on own in classrooms spaced out etc...</p> <p>Guidance noted. Staffing continuity established where possible</p> <p>No bubbles are permitted to mix during the school day</p> <p>There is no classroom used by more than one bubble in the same day – IT suite / Library rota in place</p> | <p>LOW</p> |
| Lunchtime arrangements | <ul style="list-style-type: none"> A range of measures are considered and implemented to reduce the risk of transmission and contamination: <ul style="list-style-type: none"> Lunches are served and eaten within the bubble classroom Several lunch sittings are organised. 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 | <p>✓</p> | <p>Lunch sittings are in place with cleaning in between</p> <p>Both halls continue to be used for dining at lunchtime</p> | |

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| | <p>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.</p> <ul style="list-style-type: none"> ○ Midday Supervisors are allocated to the lowest number of consistent bubble groups. ○ Suitable cleaning for infection control purposes is undertaken between any bubble groups usage of a space (mandatory). | | Staff allocated to specific areas | |
| Curriculum: Science and D&T | <ul style="list-style-type: none"> ● CLEAPSS guides are followed as necessary: <ul style="list-style-type: none"> ○ P110 Practical activities in a bubble ○ P104 Managing hands-on activities in schools in locally locked down areas ○ P112 Practical activities for children in locally locked down areas. | ✓ | Guidance acknowledged and available for key members of staff | LOW |
| Curriculum: School Sport | <ul style="list-style-type: none"> ● 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. | ✓ | PE lessons taking place with appropriate measures in place - limited contact etc... After schools clubs not running in Spring term No competitions being attended | |
| | <ul style="list-style-type: none"> ● 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 return to recreational team sport framework. 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 aware of need to use outdoor spaces whenever possible for PE etc... | |
| | <ul style="list-style-type: none"> ● Distancing is maximised between pupils as much as possible during all activities. | ✓ | | |

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| | <ul style="list-style-type: none"> 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. 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. Sports equipment thoroughly cleaned (or kept in quarantine for 72 hours) between each use by different individual groups. | ✓ | Bubbles will not mix without Social Distancing or Best Practice Hygiene principles applied. | |
| Curriculum: Music, dance and drama in school | <ul style="list-style-type: none"> 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. | ✓ | Ensure only in well ventilated spaces | LOW |
| | <ul style="list-style-type: none"> Singing, wind and brass playing do not take place in larger groups. In smaller groups as additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space, the mitigations should be assessed to see whether they are adequate. | ✓ | No large group musical sessions taking place. | |
| | <ul style="list-style-type: none"> 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. | ✓ | Where music lessons take place they do not involve the use of instruments that are shared by pupils and singing is only to take place in large ventilated spaces Where possible any singing would also take place outdoors. PE / dance sessions take place outside where possible or in hall with social distancing – no invasion games that require regular close contact etc... | |
| | <ul style="list-style-type: none"> 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 | ✓ | | |

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| | shouting or prolonged periods of loud speaking or singing. | | | LOW |
| | <ul style="list-style-type: none"> Playing instruments and singing in groups take place outdoors wherever possible. <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> | ✓ | | LOW |
| | <ul style="list-style-type: none"> 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. <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> | ✓ | | |
| | <ul style="list-style-type: none"> 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. | N/A | | |
| School hall | <ul style="list-style-type: none"> Large gatherings such as assemblies or collective worship with more than one bubble group are not undertaken. | ✓ | Guidance noted | |
| | <ul style="list-style-type: none"> Halls, dining areas and internal and external sports facilities for exercise may be used by single bubble groups with adequate cleaning between the groups. | ✓ | | |
| Pupil toilets | <ul style="list-style-type: none"> 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). <p>However, different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must</p> | ✓ | Toilet protocols to be established with Year Group bubbles | LOW |

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| | be encouraged to clean their hands thoroughly after using the toilet. | | | |
| Playground and school field | <ul style="list-style-type: none"> 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. | ✓ | Guidance noted | LOW |
| | <ul style="list-style-type: none"> 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. | ✓ | | |
| | <ul style="list-style-type: none"> Pupils playing outside are encouraged to undertake non-touch activities wherever possible. Groups of pupils do not mix. | ✓ | Guidance noted | |
| Lack of air changes / ventilation | <ul style="list-style-type: none"> 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 here (HSE) and here (CIBSE). | ✓ | National ventilation encouraged and used at all times in classrooms and areas used by more than one person. | LOW |
| | <ul style="list-style-type: none"> Natural ventilation is used to help reduce the risk of spreading coronavirus: <ul style="list-style-type: none"> Opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors (note that this also has the benefit of reducing touch points). Opening external doors where there are no security concerns and where it doesn't create uncomfortable drafts. | ✓ | All of the indicated protocols followed | LOW |
| | <ul style="list-style-type: none"> To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate: | ✓ | All of the indicated protocols followed | |

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| | <ul style="list-style-type: none"> ○ Opening high level windows in preference to low level to reduce draughts ○ Increasing the ventilation while spaces are unoccupied (e.g. before and after classes, during break and lunch) ○ Providing flexibility to allow additional, suitable indoor clothing. ○ Rearranging furniture where possible to avoid direct drafts. | | | |
| | <ul style="list-style-type: none"> ● Heating is used as necessary to ensure comfort levels are maintained particularly in occupied spaces. | ✓ | All of the indicated protocols followed | |
| Breakfast and After School Clubs (Reference) | <p>From 8th – 29th March:</p> <ul style="list-style-type: none"> ● 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"> ○ vulnerable children and young people ○ other children, where the provision is: <ul style="list-style-type: none"> – reasonably necessary to enable their parents and carers to work, search for work, undertake education or training or – so that they attend a medical appointment or address a medical need, or attend a support group. <p>From 29th March:</p> <ul style="list-style-type: none"> ● Outdoor provision is made available to all children, without restrictions on the purpose for which they may attend. ● Indoor provision is made available to: <ul style="list-style-type: none"> ○ vulnerable children and young people ○ children on free school meals, where they are attending as part of the DfE's holiday activities and food programme ○ other children, where the provision is: <ul style="list-style-type: none"> – 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. | ✓ | Breakfast club running – reduced numbers attending and spaced out into bubbles to reduce risk After school MOOSE provision to return after 08/03/21 once staff are available to run and only for essential purposes. | |
| | | ✓ | Provision provided as per guidance | LOW |

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| | <ul style="list-style-type: none"> 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. | ✓ | Guidance noted. Additional staff allocated | |
| | <ul style="list-style-type: none"> 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. <p>Decisions on group sizes in the setting are based on:</p> <ul style="list-style-type: none"> the current government guidance on social distancing the ability of the children in attendance to maintain social distancing and practise hand hygiene the age of the children in attendance nature of your activity or provision (for example, static, classroom set-up rather than an activity that requires a range of movement) the size or layout of your premises the ability to ventilate your premises effectively with fresh air | ✓ | Guidance to be followed | |
| | <ul style="list-style-type: none"> Where parents are using external childcare providers or out of school extra-curricular activities for their children, they are: <ul style="list-style-type: none"> 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. encouraged to check providers have put in place their own protective measures sent the link to the guidance for parents and carers | ✓ | Information shared with parents by 08/03/21 | |
| | <ul style="list-style-type: none"> 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 relevant government guidance. | ✓ | | |

| 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 |
|--|--|----------------------------------|--|---|
| Operational issues | | | | |
| Availability of staff | <ul style="list-style-type: none"> Trained staff are available to support pupil personal needs e.g. <ul style="list-style-type: none"> lifting, use of hoists intimate care managing medical needs including medicines | ✓ | | LOW |
| | <ul style="list-style-type: none"> Sufficient Physical Intervention trained staff are on site (see “other issues” below) | ✓ | | LOW |
| | <ul style="list-style-type: none"> Contingency plans have been explored in the event that key members of staff are unavailable to work e.g. they are self-isolating. | ✓ | | |
| Supervision | <ul style="list-style-type: none"> Supervision ratios are met (for identified individual pupils) | ✓ | | LOW |
| First Aid | <ul style="list-style-type: none"> Adequate number of first aiders (FAW / EFAW) are on site. | ✓ | | LOW |
| | <ul style="list-style-type: none"> Adequate number of paediatric first aiders are on site. | ✓ | 14 PFA on staff team | LOW |
| Catering | <ul style="list-style-type: none"> Assurance has been obtained that the school’s catering provider complies with the guidance for food businesses on coronavirus. | ✓ | | LOW |
| Site Health and Safety Concerns (General) | | | | |
| Legionella | <ul style="list-style-type: none"> Rarely used outlets have been identified taking into account current usage of taps. | ✓ | | LOW |
| Fire Procedures | <ul style="list-style-type: none"> Fire drills are undertaken as normal. | ✓ | Next test – W/C 15/03/21 | LOW |
| | <ul style="list-style-type: none"> 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). | ✓ | | |

| 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 |
|--|---|----------------------------------|--|---|
| Personal Health and Safety Concerns (General) | | | | |
| Pupil Behaviour (Reference) | <ul style="list-style-type: none"> 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). | ✓ | SMT to review policy on 09/03/21 and shared outcomes with all staff. | LOW |
| SEND pupils | <ul style="list-style-type: none"> 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. | ✓ | Review dates set on all individual RAs – set for fortnightly reviews | LOW |
| | <ul style="list-style-type: none"> 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. | ✓ | Pastoral team identified specific children | |
| | <ul style="list-style-type: none"> 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"> restricted to one user left unused for a period of 48 hours (72 hours for plastics) between use by different individuals | ✓ | Follow guidance where such equipment is used | |

| 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"> 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. | ✓ | Additional staff and arrangements in place to support identified children | |
| Staff welfare and staff redeployment | <ul style="list-style-type: none"> 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. | ✓ | Discussed with Board 16.07.20 | LOW |
| | <ul style="list-style-type: none"> 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. The school has discussed their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. | ✓ | HT sending regular communication to all staff about all matters COVID related and held individual meetings with all staff during Spring term Feedback from staff to be sort before Easter holidays | |
| | <ul style="list-style-type: none"> Wellbeing support for all staff is in place and also for those that require additional support (ref: HR Trauma process and Bereavement Policy). | ✓ | | |
| | <ul style="list-style-type: none"> Telephone counselling services are available. | ✓ | School Counsellor available | |
| | <ul style="list-style-type: none"> Appropriate support and contact is provided to staff who are home working, particularly for extended periods of time. https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips/ | ✓ | Regular team meetings taking place each week with staff working from home via Teams. HT will ensure regular comms are sent out to all staff | |
| | <ul style="list-style-type: none"> Teaching assistants may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher Any redeployments are not at the expense of supporting pupils with SEND. | ✓ | | |
| | <ul style="list-style-type: none"> Managers have discussed and agreed any changes to staff roles | ✓ | | |

| 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>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 workload reduction toolkit.</p> <p>DfE has also published a range of resources, including case studies to support remote education and help address staff workload, this includes case studies on managing wellbeing.</p> <p>Where staff have been temporarily redeployed to different roles, they have the appropriate skills, expertise and experience to carry out the work.</p> | | | |
| Pupil welfare and mental health support (Reference) | <ul style="list-style-type: none"> • 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"> ○ have themselves been shielding previously but have been advised they no longer need to shield ○ live in a household where someone is clinically vulnerable (CV) or CEV ○ are concerned about the possible increased risks from coronavirus • 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"> ○ disadvantaged and vulnerable children ○ pupils who were persistently absent prior to the pandemic ○ pupils who have not engaged with school regularly during the pandemic Ref: Wellbeing for Education Return programme • The school considers pastoral and extra-curricular activities to: <ul style="list-style-type: none"> ○ support the rebuilding of friendships and social engagement ○ address and equip pupils to respond to issues linked to coronavirus ○ support pupils with approaches to improving their physical and | ✓ | In place where necessary | |
| | <ul style="list-style-type: none"> • The school considers pastoral and extra-curricular activities to: <ul style="list-style-type: none"> ○ support the rebuilding of friendships and social engagement ○ address and equip pupils to respond to issues linked to coronavirus ○ support pupils with approaches to improving their physical and | ✓ | School has ensured that the curriculum is well matched and includes elements of PSHE that allows all pupils to share their thoughts and feelings. Focus on use of weekly circle time from | 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>mental wellbeing</p> <ul style="list-style-type: none"> • Pastoral support is offered to pupils who are: <ul style="list-style-type: none"> ○ self-isolating ○ shielding ○ vulnerable • The pandemic may lead to some pupils experiencing bullying, discrimination or harassment, for example due to their ethnicity or nationality, or perceived illness. This is monitored and appropriate proactive and reactive measures taken. | | <p>08/03/21</p> | |
| Other Issues | | | | |
| Remote Education | <ul style="list-style-type: none"> • 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"> ○ Key Stage 1: 3 hours a day on average across the cohort, with less for younger children ○ Key Stage 2: 4 hours a day • 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 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> <p>✓</p> <p>✓</p> | <p>All pupils self- isolating are able to access remote learning via the Seesaw app.</p> <p>Where necessary paper packs of work are being provided</p> <p>All staff aware of the guidelines relating to 3 / 4 hours daily remote learning provision and are designing the provision around this.</p> <p>Remote Education Lead – Steve Goff</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"> 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. | ✓ | All training logs reviewed to ensure appropriately trained staff in place | LOW |
| | <ul style="list-style-type: none"> 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. | ✓ | Noted | |
| | <ul style="list-style-type: none"> 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. | ✓ | Guidance noted | LOW |
| Incident Reporting | <ul style="list-style-type: none"> 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. https://notifications.hse.gov.uk/riddorforms/Disease (Contact your Safety Adviser for advice) | ✓ | Noted | LOW |
| Safeguarding | <ul style="list-style-type: none"> DSL or a deputy always available during school hours for staff. (Note the potential for school leaders to self-isolate) | ✓ | At least 3 DSL on site typically | LOW |
| | <ul style="list-style-type: none"> 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. | ✓ | 3 DSL Staff are all currently non-teaching roles | 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"> If a vulnerable pupil is required to self-isolate, the school: <ul style="list-style-type: none"> notifies their social worker (if they have one) agrees with the social worker the best way to maintain contact and offer support checks if a vulnerable pupil is able to access remote education support supports them to access it (as far as possible) regularly checks if they are accessing remote education | ✓ | System in place to ensure this happens through the DSL / Pastoral support team Regular communication is being made in such cases and visits to home address also made to ensure child is safe and able to access remote learning – devices / paper packs made available where needed. | |
| School Meals | <ul style="list-style-type: none"> 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. | ✓ | FSM children are being provided with hot meal on site and voucher scheme in place for those working remotely | |
| Reviews | <ul style="list-style-type: none"> 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. | ✓ | Weekly review carried out by Head Teacher – changes shared with all staff | LOW |
| | <ul style="list-style-type: none"> Updates are highlighted on the risk assessment and shared with staff. | ✓ | Updates provided to staff | LOW |

| | |
|---|--|
| Are there any other foreseeable hazards associated with Covid-19? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
|---|--|

| Additional Hazards | List any additional control measures required | Residual Risk rating High, medium, low |
|--------------------|---|---|
| | | |

Reference Websites:

- 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

| ASSESSED BY (Print name) | SIGNED | DATE |
|---------------------------------|---------------|-------------|
| ROB PERKINS | R.Perkins | 02/03/21 |