

School/Academy:	Crabtree Farm Primary School	Date of assessment	14/09/2020
Who might be harmed?	Pupils, staff, visitors and contractors	How many are affected?	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 \(28th August 2020\)](#)

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. 	✓	Electronic signature sheet in RA folder on server. Dated when read.	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 the identify additional touch points. 	✓	Staff to feedback to the SLT members in school, who will action accordingly.	
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 for children old enough not touch staff and their peers where possible. Signage is installed wherever necessary as a reminder. 	✓	Parents/carers will receive a letter to measures in place. Signage is placed around school.	low
	<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). 	✓	RA placed on the website.	
Employer	<ul style="list-style-type: none"> This completed risk assessment is shared with the employer following approval by the school’s Governing Body. 	✓	Shared with all staff.	low
Trade Unions	<ul style="list-style-type: none"> 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). 	✓	Shared with Trade Unions.	low
Contracting / transmitting Covid-19				
Preventing	<ul style="list-style-type: none"> Pupils, parents / carers and any visitors, such as suppliers, are 	✓	Information in parent/carer letter.	low

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symptomatic persons attending school	informed not to enter the school if they are displaying any symptoms of coronavirus: <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) PHE Campaign posters are available here.		Signage around school and on school gate.	
	<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 their pupils and staff from possible infection with coronavirus. 	✓	Parent/carers advised as appropriate and measures taken as to their responses.	
Reducing the number of persons on site	<ul style="list-style-type: none"> • 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. 	✓	Where staff are clinically extremely vulnerable and can work from home, this will be explored on an individual basis. Individual risk assessments completed for all staff who are deemed clinically extremely vulnerable.	low
	<ul style="list-style-type: none"> • Contractors undertaking statutory testing and emergency and routine repairs are permitted on site. They are advised to arrange visits outside of the school day where possible and avoid arriving and leaving site during pupil pick up and drop off times. The number and duration of face to face contacts with adults is limited as far as possible (e.g. 15 minutes). 2 metre social distancing protocols are followed. 	✓	In place. All contractors or visitors to the site are requested to complete a Covid-19 Visitor Form prior to arriving. Face to face meetings are reduced and held virtually where possible.	

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	<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. 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. 	✓	In place, staff who work in multiple schools are required to social distance as much as possible.	
	<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. 	✓	All visitors and contractors are advised of the systems in place prior to arrival. Visits will be arranged at quieter times of day. Key Covid-19 site specific safety principles are on the Inventory system.	
	<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. 	✓	Information sent to parents/carers.	
	<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. 15 minutes). 	✓	Information sent to parent/carers. 2 meter markers outside classroom doors on playground to ensure lining up is socially distanced. Any parents coming to the office, will queue outside until invited in.	
	<ul style="list-style-type: none"> Non-essential visitors are asked to 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. 	✓	In place	
	<ul style="list-style-type: none"> Governor meetings held virtually if possible. Any Governor meetings held in school are undertaken following social distancing 	✓	Meetings will continue virtually, until further notice.	

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	<p>protocols. Governor monitoring visits are undertaken virtually if possible.</p> <ul style="list-style-type: none"> 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 performing arts 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 outdoor events. 		<p>Monitoring visits to happen virtually.</p> <p>No school performances planned. Should performance resume guidance will be followed.</p>	
Persons at higher risk of becoming seriously ill	<ul style="list-style-type: none"> 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"> age – the risk increases as you get older being a man where in the country you live – the risk is higher in poorer areas being born outside of the UK or Ireland 	✓	<p>All staff deemed clinically extremely vulnerable have a risk assessment in place.</p> <p>Pupils deemed clinically extremely vulnerable have been identified and appropriate actions taken, including completing risk assessments.</p>	low
	<ul style="list-style-type: none"> Guidance is strictly followed for “clinically extremely vulnerable” groups of staff: 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. 	✓	<p>As above. Individual circumstances considered as to whether staff need to be in school or can complete their role at home.</p>	
	<ul style="list-style-type: none"> Guidance is strictly followed for “clinically extremely vulnerable” groups of pupils. 	✓	<p>As above. All pupils deemed as a risk, specifically those who are extremely clinically vulnerable, have been identified.</p>	

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	<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 Royal College of Paediatrics and Child Health.”</p> <p>Individual risk assessments have been completed where necessary.</p>		<p>Parents/carers requested to consult their child’s healthcare specialist as to returning to school.</p> <p>Risk assessments in place where appropriate.</p>	
	<ul style="list-style-type: none"> 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. 	✓	In place, discussed with appropriate staff.	
School Visits	<ul style="list-style-type: none"> Domestic (UK) overnight and overseas educational visits are not organised. 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. 	✓	No trips planned in the autumn term.	low
	<ul style="list-style-type: none"> External sport facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. 	✓	In place.	
Undertaking CPR	<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 CPR and resuscitation in first aid and community settings www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm 	✓	<p>Shared with all staff.</p> <p>Resuscitation face shields are located in all classroom first aid bags, trip first aid bags and the first aid resource cupboards (located outside year1 and in EYFS)</p>	low
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 	✓	Should staff become unwell with symptoms, they will be sent home immediately.	low

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	<ul style="list-style-type: none"> ○ 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 14 days from when the symptomatic person first had 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. ● 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. <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). 		<p>Should pupils become ill with symptoms, they will be placed in the Pink Room while awaiting their parent/carer collecting them. The room must be well ventilated and the pupil must sit on a plastic chair. PPE will be available for the staff member dealing with them and the door will be shut, but staff to observe pupil through window. Once pupil has left, the chair/room must be cleaned by the sanitisation team.</p> <p>Locations where pupils could be isolated: Pink Room</p> <p>Available throughout school Instructions on putting on/removing PPE shared with staff.</p> <p>Covid Kit placed in isolation room (Pink Room) and in reception area.</p> <p>As above, plus cleaning staff will be informed and a deep clean will be carried out.</p> <p>Covid-19 tracker in place to record any persons with symptoms and those isolating as a precaution.</p>	
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 	✓	Posters on site. Track and Trace privacy notice on school website.	low

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	<p>tests for their children if they develop symptoms. Posters are available here.</p> <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: "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. 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). Staff and parent telephone numbers are checked for accuracy. Contact details, are kept of all other visitors to the school, including where possible, personal phone numbers. 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 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>In place – each case will be considered individually as to whether one of the school's home testing kits will be offered.</p> <p>In place – school to follow guidance from DfE and LA, should a positive test be recorded.</p> <p>In place</p> <p>In place</p> <p>Record on entrance for all classroom/bubbles for non-allocated staff to sign the date and time they enter. If working with a specific child (or child is removed from the room) also note their initials.</p>	

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	self-isolate. • For noting: In the event that a pupil or member of staff reports symptoms, the rest of the bubble can continue to attend school awaiting the result of the test (apart from any siblings who are in, or not in, the same bubble who must also self-isolate with the rest of their household).	✓	In place	
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 ○ 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 Note: Electric hand dryers may be used in schools	✓	In place and risk assessment shared with all staff. Hand washing routines/hand sanitising with gel and good hygiene explained to pupils. Resources (e.g. soap, paper towels, warm water) available at all sinks and hand gel in all classrooms. It is a joint responsibility of all staff to ensure this is in place – alert cleaning staff to replenish.	low
	<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. 	✓	Information shared with parents/carers in a letter and with children. Systems in place to ensure hands are washed.	
	<ul style="list-style-type: none"> • 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. 	✓	In place	
	<ul style="list-style-type: none"> • 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 	✓	Signage in place. Individual work packs provided, to limit cross	

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	<p>if possible, in the staffroom and in all toilets and reminders given to pupils.</p> <p>Particular pupil groups are encouraged where possible not to touch their faces or to put objects in their mouths.</p>		<p>contamination. Pupils will be reminded to not touch faces or put resources in their mouths.</p>	
	<ul style="list-style-type: none"> 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. <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>	✓	<p>Resources (e.g. soap, paper towels, warm water) available at all sinks, hand sanitiser and tissues in place across school; including reception area.</p>	
	<ul style="list-style-type: none"> Arrangements for dealing with bodily fluids are in place. The risk assessment has been completed and appropriate disposal procedures are in place. 	✓	<p>In place, member of cleaning staff on site at all times. Sanitisation programme in place throughout the day.</p>	
	<ul style="list-style-type: none"> 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. <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>	✓	<p>Arrangements made for lidded bins to be in situ.</p> <p>Children will wash hands after placing tissues in the bin.</p> <p>The sanitisation of the bins is included in the rolling sanitisation programme throughout the day. The bins will be disinfected at the end of each day.</p>	

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	<ul style="list-style-type: none"> Schools that have not had a lengthy closure: A full deep clean of the premises should not be necessary unless it 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. Sufficient ongoing enhanced cleaning in areas occupied by staff and pupils. (Areas that have not been not occupied and secured prior to the reopening fully do not need cleaning for infection control purposes). 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. Note: By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings (including schools) to advise on general cleaning. 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>In place, school has not been closed and a regular cleaning programme has been maintained across the whole school.</p> <p>In place member of cleaning staff on site at all times. Full cleaning and sanitisation programmes in place throughout the day, for high contact areas.</p> <p>Individual work packs provided for pupils, to limit cross contamination and frequent touching of multiple resources.</p> <p>Resources used will be cleaned as required.</p> <p>No chemicals will vary, so COSHH to remain the same. Cleaning team will distribute any cleaning products, staff not to help themselves.</p> <p>PPE is available as needed and training will take place as required.</p> <p>Money protocol in place, which involves staff wearing gloves, sanitising money and washing their hands. Cashless system to be rolled out in autumn term 1.</p>	
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. Unnecessary items are removed from classrooms and other 	<p>✓</p> <p>✓</p>	<p>In place, where possible.</p> <p>In place, where possible</p>	<p>low</p>

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	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. 	✓	Ongoing sanitisation schedule in place, plus sanitising wipes are provided in classrooms. Extra cleaning staff in place and on call to provide ongoing sanitisation.	
	<ul style="list-style-type: none"> Teachers wash or sanitise their hands before and after handling pupils' books. 	✓	In place	
	<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. 	✓	Individual work packs provided for pupils, to limit cross contamination and frequent touching of multiple resources.	
	<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 outdoor construction activities are washed before and after use. 	✓	In place, staff have the responsibility to ensure resources are sanitised as appropriate.	
	<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. 	✓	Sports coach will take responsibility for cleaning resources between PE sessions. Staff are responsible for all shared resources they use being sanitised or left unused/out of reach for 72 before being returned.	
	<ul style="list-style-type: none"> 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. 	✓	In place	

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	<ul style="list-style-type: none"> 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. Guidance is followed with any proposed singing in schools. 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>Only shared resources that go home are reading books. Book protocol in place to ensure returning books to school are left out of reach/unused for 72 hours.</p> <p>Children bring in own labelled water bottle, any reusable cups are washed in the dishwasher or they have a disposable cup. Water fountains isolated.</p> <p>In place</p> <p>No children's toilets across the school have lids. Staff not to flush toilets they will instruct children to flush them.</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 who created or assisted with the creation of the risk assessment) and in particular noting whether any additional PPE is necessary. 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 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>PPE available in the first aid cupboards and the Covid Kits, located in the office and isolation room (Pink Room). Training instructions on how to don and doff PPE shared with staff and located in Covid Kits.</p> <p>In place, as above.</p> <p>RA's have been reviewed and updated.</p> <p>Care plans for all relevant children have been updated, to include any necessary PPE.</p>	<p>low</p>

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	<ul style="list-style-type: none"> ○ gloves ○ a long-sleeved fluid repellent gown ○ eye protection 			
<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"> • 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 coverings would have a negative impact on teaching and their use in the classroom should be avoided). 	✓	<p>Face coverings are not required to be worn by staff or visitors.</p> <p>Staff are not to wear a face covering while teaching at the front of the class (ensure a safe distance from pupils is in place) as this may have a detrimental impact on teaching and learning opportunities and impede communication with the pupils. Should a member of staff wish to wear a face covering (clear face shield/visor) while moving between pupils in the classroom or while working in close proximity to a pupil, due to their individual needs (e.g. CEV/BAME/mental health), this is permitted. However, this measure DOES NOT replace the safety measures already in place as detailed in the risk assessment, which are to be adhered to at all times.</p> <p>Visitors to school will follow guidance from their employer. Depending on the role of all visitors, proximity to the pupils and duration with pupils, a decision will be made as to wearing a face covering while in school.</p>	low
	<ul style="list-style-type: none"> • Instructions are displayed / provided for wearers of face coverings of the correct way– available as a list here and an infographic here 	✓	<p>Instructions on how to don and doff PPE shared with staff</p>	
<p>Reducing number of touchpoints</p>	<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. 	✓	<p>School will be broken down into segregated sections, to allow certain doors to remain open, reducing touchpoints, whilst ensuring other fire doors are closed to create a fire</p>	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"> 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. Consider whether drinking fountains need to be taken out of action. 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>block in the event of an emergency. Signage will be placed on all fire doors to remain closed.</p> <p>Staff to only sign in on the Inventory system using their staff ID cards/badges.</p> <p>Screen cleaned as part of the sanitisation programme and sanitising wipes are available to wipe screen as needed.</p> <p>Hand sanitiser in situ next to signing in machine.</p> <p>Children bring in own labelled water bottle, reusable cups are washed in the dishwasher or use a disposable cup. Water fountains isolated.</p>	
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 	<p>✓</p>	<p>No staff are required to travel between sites on public transport. Should this be needed, face masks will be provided.</p>	low
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. 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. Families using public transport are referred to the safer travel 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>Included in the letter to parents/carers.</p> <p>Staggered start and end times in place, to reduce number of people on site. These are communicated to parents/carers.</p> <p>In place</p>	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
	guidance for passengers: https://www.gov.uk/guidance/coronavirus-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. 	✓	In place, individual letters with staggered drop off/collection times sent to pupils. One way systems in place and socially distanced queues.	medium
	<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. 	✓	As above. SLT will be on site dispersing parents/carers.	
	<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. 	✓	Staggered lunch and playtimes – rota shared with staff and pupils. One way systems in place.	
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. 	✓	In place. Once way system to enter/exit at main entrance.	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. 	✓	Only one family in the reception area at any one time. Other's must queue on ramp, at 2 meter marked intervals. Exit via bottom corridor door. Signage in place.	
	<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) 	✓	As above.	
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 	✓	Office space allows for 2 metre social distancing between desks. All desks face the wall. Where appropriate office staff may be eligible	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>same individuals.</p> <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). <ul style="list-style-type: none"> Hot desks are avoided where possible. Where not possible, workstations are cleaned in between use. 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>to work some days from home.</p> <p>All office staff have their own desk, facing the wall 2 meters apart.</p> <p>Sanitising wipes and hand sanitiser are provided in the office as needed.</p> <p>The reception/office area is included in the ongoing sanitisation programme throughout the day.</p> <p>Only hot desks are for PPA/in Early Years office. Included in the ongoing sanitisation programme, along with wipes and hand sanitiser.</p>	<p>low</p>
Meeting rooms	<ul style="list-style-type: none"> Remote working tools (Teams, Zoom, Meet) are used to avoid in-person meetings where possible. Only absolutely necessary participants physically attend meetings and they maintain social distancing guidelines (2m, or 1m with risk mitigation where 2m is not viable). Pens, documents and other objects are not shared. Hand sanitiser is provided in meeting rooms. Meetings are held outdoors or in well-ventilated rooms whenever possible. For areas where regular meetings take place, floor signage is used to help people maintain social distancing. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>In place</p> <p>In place</p> <p>All meeting participants to have own equipment.</p> <p>In place</p> <p>In place</p> <p>Only regular meeting is SLT – this will be on individual tables in lower hall.</p>	<p>low</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
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 can continue to use the staff room if they apply social distancing measures: <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. 	✓	Staggered breaktimes in place. Signage in the staffroom. Seating is 2 meters apart. Staffroom kitchen area to only have one member of staff in at any one time.	low
	<ul style="list-style-type: none"> Notices promoting hand hygiene and social distancing are visibly placed in the staff room. 	✓	In place	
Corridors	<ul style="list-style-type: none"> Movement around the school site is kept to a minimum. 	✓	In place	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. 	✓	One way system in place to move around school. Signage in place and teachers to be mindful of any parents/carers in reception area. Two way systems with divider marker in corridor in required locations. Ongoing on the spot risk assessments carried out by adults in school.	
Classrooms	<ul style="list-style-type: none"> Small adaptations are made to the classroom to support distancing where possible. This include: <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. 	✓	In place, all desks facing forward. Unnecessary furniture and resources have been removed.	medium
	<ul style="list-style-type: none"> 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 	✓	In place, guidance shared with staff. Parents/carers of children with complex needs have been informed that social distancing may not be possible at all times. Risk assessments in place and care plans updated.	

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	teachers can still work across groups if that is needed to enable a full educational offer.			
	<ul style="list-style-type: none"> 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). 	✓	Timetables in place for PE, Spanish and music.	
	<ul style="list-style-type: none"> 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') 	✓	Each class will remain as a bubble for the majority of the time. The school will be organised logistically as year group bubbles, to allow for staff to work across year groups and support with playtimes and dinnertimes.	
	<ul style="list-style-type: none"> 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. 	✓	Rota of staggered start/collection times, playtimes, dinnertimes and subject specialist teaching e.g. music, PE and Spanish to reduce any mixing. One way system in place to reduce risk of classes/bubbles passing in the corridors.	
	<ul style="list-style-type: none"> Classrooms are accessed directly from outside where possible. 	✓	All children will enter school from the playground/outside classroom doors.	
	<ul style="list-style-type: none"> 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. 	✓	Each class will remain as a bubble for the majority of the time in their own classroom. The school will be organised logistically as year group bubbles, to allow for staff to work across year groups and support with playtimes and dinnertimes. Ongoing sanitisation programme in place to cover whole school. Protocols in place to clean shared resources.	
	<ul style="list-style-type: none"> Pupils who routinely attend more than one setting on a part time basis have been identified and additional measures put in place as necessary. 	✓	Survey monkey shared with parents/carers to ascertain which children this affects. Measures in place as needed.	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
Lunchtime arrangements	<ul style="list-style-type: none"> • 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 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. ○ Midday Supervisors are allocated to the lowest number of consistent bubble groups. ○ Note: as per the rest of the school day, social distancing is not required within the bubble group at lunch. ○ Suitable cleaning for infection control purposes is undertaken between any bubble groups usage of a space (mandatory). 	✓	<p>Rotas and systems in place to reduce risk of transmission over dinnertime. KS2 children will eat their dinner in the classroom (either pack lunch or hot meal in a paper takeaway container pre-plated). KS1 children will have staggered dinnertimes in the lower hall. EYFS children will have staggered dinnertimes in the dinner hall. Sanitation of tables etc between bubbles will be carried out.</p> <p>All bubbles will have allocated midday playworkers who will stay with the bubble throughout the dinnertime, wherever possible.</p> <p>Children will have a 30min slot for eating their dinner and a 30min allocated slot outside. This will be staggered to again reduce risk of 'bubble' mixing.</p>	low
Curriculum: Science and D&T	<ul style="list-style-type: none"> • 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. 	✓	<p>CLEAPSS guidance shared. Other measures in place e.g. cleaning of shared resources and wearing of PPE.</p>	low
Curriculum: School Sport	<ul style="list-style-type: none"> • 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. 	✓	<p>In pace - Where possible PE will be outside or in a large ventilated hall.</p> <p>No contact sport in place and guidance is followed in terms of team sports.</p> <p>Staff use socially distanced 'daily mile' at appropriate times to keep children active.</p>	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"> • Distancing is maximised between pupils as much as possible during all activities. • Pupils are kept within their bubble groups. Multiple bubble groups may use outdoor space at the same time providing there 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. 	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>	<p>In place</p> <p>In place – PE only takes place per class and outdoor space is allocated per year group. Any shared equipment is cleaned or quarantined before being used again.</p> <p>Sports coach will take responsibility for cleaning resources between PE sessions.</p>	
Curriculum: Music, dance and drama in school	<ul style="list-style-type: none"> • 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. • 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. • 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. • 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 	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>	<p>In place – where possible music lessons involving singing/wind and brass instruments should be carried out outside or in the hall with good ventilation and distancing.</p> <p>In place</p> <p>In place</p> <p>In place – where possible music lessons involving singing should be carried out outside or in the hall with good ventilation and distancing.</p>	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>social distance. It is important to ensure good ventilation.</p> <ul style="list-style-type: none"> 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 audiences*) and strict social distancing can be maintained. Teachers do not provide physical correction. In the smaller groups where these activities can take place, pupils are either: <ul style="list-style-type: none"> 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. Otherwise a 2 metre social distancing must be maintained. * This may be impossible to measure. <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. 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. <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. <ul style="list-style-type: none"> <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. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>In place – any music clubs e.g. choir, recorders or guitars only take place with children from the same year group bubble in well ventilated areas for short periods, with pupils side by side and distanced. Pupils will have their own instruments, which are not shared.</p> <p>Instruments are not shared wherever possible. Some instruments are assigned to individuals and others are cleaned or quarantined between use.</p> <p>Increased handwashing is in place before and after handling instruments.</p> <p>In place</p> <p>No private music lessons are given in children's homes.</p> <p>Private music lessons in school are in place, in a well ventilated room with pupil and teacher side by side and distanced.</p>	
School hall	<ul style="list-style-type: none"> Large gatherings such as assemblies or collective worship with more than one bubble group are avoided. 	<p>✓</p>	<p>In place – no large assemblies planned.</p>	<p>low</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
	<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. 	✓	PE time table and dinner time rota ensure bubble groups do not mix. Sanitisation programme in place to ensure spaces are sanitised between groups.	
Pupil toilets	<ul style="list-style-type: none"> 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. 	✓	In place, year group bubbles will use the same sets of toilets. Toilets are included on the ongoing sanitisation programme throughout the day.	low
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. 	✓	Outdoor space is utilised where possible and weather dependent.	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. 	✓	All outdoor fixed equipment on KS1 and KS2 playground is taped off and not used. Outdoor equipment in EYFS is sanitised between bubbles and hand washing in place.	
	<ul style="list-style-type: none"> Pupils playing outside are encouraged to undertake non-touch activities wherever possible. Groups of pupils do not mix. 	✓	In place, rota for outside breaks/playtimes to ensure bubbles do not mix. Children briefed around appropriate play.	
Site	<ul style="list-style-type: none"> 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. 	✓	In place, where air conditioning system uses recirculation it is turned off.	low
	<ul style="list-style-type: none"> 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. 	✓	Rooms are ventilated by opening windows. Where appropriate/needed fans are used, but only when windows are open.	

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Breakfast and After School Clubs (Reference)	<ul style="list-style-type: none"> 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. 	✓	Breakfast club will be re-introduced once children have returned to school, are settled and systems are established. Children attending breakfast club will need to pre-book and will be 'bubbled' with children from their normal year group bubble or household.	low
	<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. 	✓	As above	
Hiring out the school facilities	<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. 	✓	School is not hired out. Any external providers have provided risk assessments before being allowed into school to complete activities.	low
Operational issues				
Availability of staff	<ul style="list-style-type: none"> 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. 	✓	Information shared with staff, as world travel guidance updates in response to any outbreaks, staff know to speak to the acting headteacher and contingency plans will be activated.	low
	<ul style="list-style-type: none"> 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. 	✓	In place, each situation will be individually assessed and appropriate action taken.	
	<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 	✓	In place, all certificates are in date for the autumn term. Where expiration is in the spring	

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	<ul style="list-style-type: none"> o intimate care o managing medical needs including medicines 		term, virtual training has been arranged.	
	<ul style="list-style-type: none"> • Sufficient Physical Intervention trained staff are on site (see “other issues” below) 	✓	In place	
Supervision	<ul style="list-style-type: none"> • Supervision ratios are met (for identified individual pupils) 	✓	In place	low
First Aid	<ul style="list-style-type: none"> • Adequate number of first aiders (FAW / EFAW) are on site. 	✓	In place. Most staff are first aid trained.	low
	<ul style="list-style-type: none"> • Adequate number of paediatric first aiders are on site. 	✓	Paediatric first aider on site, within ratios.	
Medication	<ul style="list-style-type: none"> • Necessary pupil medication has been returned to school. 	✓	All required medication will be returned.	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. 	✓	In place	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. 	✓	Legionella programme in place.	low
Fire Procedures	<ul style="list-style-type: none"> • A fire drill has been organised for early in the school year. 	✓	In place	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). 	✓	In place and communicated with all staff and pupils.	
Various site tasks	<ul style="list-style-type: none"> • Specific site management tasks are undertaken after re-opening following a lengthy closure*. 	n/a	School remained open.	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 the new rules and routines, setting clear, reasonable and proportionate expectations of pupil behaviour. These have been communicated to staff, pupils and parents/carers. 	✓	Appendix added to behaviour policy. Shared with pupils, parents/carers and staff.	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>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> <ul style="list-style-type: none"> 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. 		<p>In place, individual situation addressed and where appropriate part time places offered.</p>	
SEND pupils	<ul style="list-style-type: none"> 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. 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. 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. 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>Parents/carers contacted to discuss risk assessments and any required updates in place. Where a potential Covid-19 specific individual risk assessment is needed, parents/carers have been asked to contact their child's healthcare professional.</p> <p>Individual cases reviewed and phased returns considered where appropriate.</p> <p>In place. Meetings have taken place between staff, Tas and SEN team to address any specific needs.</p> <p>SEN pupils have revived a transition booklet to support with returning in September.</p> <p>Agencies are involved as appropriate.</p>	<p>low</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
	<p>Support Services are engaged with as and when necessary to assist these processes.</p> <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. 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 – full provision for all children and young people with EHC plans will be restored after this date. 	<p>✓</p> <p>✓</p>	<p>In place. 1:1 TA's for children with SEND remain with that child. As children settle and systems are established, this may be reviewed to explore the job share support.</p> <p>On a case by case basis, where the need is required SEND children can work outside the classroom with different staff.</p> <p>In place</p>	
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. 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. The school has discussed their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Wellbeing support for all staff is in place and also for those that require additional support (ref: HR Trauma process and Bereavement Policy). Telephone counselling services are available. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Rotas and systems are in place to ensure staff have adequate breaks during the day and duties are shared. Usual wellbeing measures remain in place.</p> <p>Staff have been encouraged to discuss concerns with SLT and their healthcare professionals.</p> <p>Individual staff have a risk assessment in place.</p> <p>In place</p> <p>In place, staff are aware.</p>	<p>low</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
	<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. 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 workload reduction toolkit. 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. Where staff have been temporarily redeployed to different roles, they have the appropriate skills, expertise and experience to carry out the work. 	<p>✓</p> <p>✓</p>	<p>In place</p> <p>All staff returning to their usual roles.</p> <p>Should circumstances dictate that staff can't come into school, then redeployment of staff may be required. This will be communicated clearly with staff.</p>	
<p>Pupil welfare and mental health support (Reference)</p>	<ul style="list-style-type: none"> 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. 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. The school has considered the provision of pastoral and extra-curricular activities to all pupils designed 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 	<p>✓</p> <p>✓</p>	<p>All concerns are addressed through clear communication on the website, including letters, protocols and risk assessments.</p> <p>Individual situations are addressed through phone calls and appropriate actions/measures put in place.</p> <p>Parents/carers are encouraged to contact school directly with any concerns or questions.</p> <p>Nurture TA and counselling service in place to support individuals as needed.</p> <p>Staff have planned reintegration activities to support children's needs.</p> <p>These aspects are covered within the ongoing PSHE curriculum.</p>	<p>low</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
	mental wellbeing • 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.	✓	Staff are aware, will monitor and respond as appropriate.	
Other Issues				
Remote Education	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: https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources	✓	Online learning platforms alongside paper based learning packs are used to enhance the current home learning offer for individuals/groups who are self isolating or complying with public health advice. Any returned paper based work will be quarantined before being marked and will form part of the child's catalogue of evidence of their learning.	low
Training certificates that have expired during the partial closure.	• 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 necessary training certificates are reviewed and appropriate action taken as required. All certificates are in date until January 2021.	low
	• HSE has agreed a final deadline for first aid requalification for these qualifications of 30 September 2020. Certificates that have elapsed during lockdown are valid until this date.	✓	All first aid certificates in date. All updates in Autumn 2019.	
	• There has been a formal 6 month period of grace given to settings for school staff to attend Physical Intervention training and re-certificate.	✓	All necessary training certificates are reviewed and appropriate action taken as required.	

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"> 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. 	✓	In place. At least one DSL always in school. All training certificates are reviewed and appropriate action taken as required.	
Incident Reporting	<ul style="list-style-type: none"> 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: https://notifications.hse.gov.uk/riddorforms/Disease (Contact your Safety Adviser for advice) 	✓	In place.	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) 	✓	In place. At least one DSL always in school.	low
	<ul style="list-style-type: none"> 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. 	✓	DSL team will take all appropriate action required. All DSL team are non-teaching or non-class based, so can be flexible with time to ensure issues are addressed in a timely manner.	
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. 	✓	In place, reviews and updates will be made as required and all shared with staff.	low

Are there any other foreseeable hazards associated with the Covid-19?		Yes <input checked="" type="checkbox"/>
		No <input type="checkbox"/>
Additional Hazards	List any additional control measures required	Residual Risk rating High, medium, low
Parent/carer not agreeing with return to school measures in place.	If, following attempts made to reassure the parent/carer and address their concerns, they remain dissatisfied and refuse to send their child to school, this may result in a fine. Refer to EWS as appropriate. Should the parent/carer persist with their refusal to send to school, refer them to the complaints policy.	Low

*** 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
- 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
JODIE ROUND		14/09/2020