

<b>School/Academy:</b>	Ambleside Academy		<b>Date of assessment</b>	02/03/21
<b>Who might be harmed?</b>	Pupils, staff, visitors and contractors		<b>How many are affected?</b>	Whole School
<b>Lockdown Easing Status:</b>	<b>Step One (From 8<sup>th</sup> March)</b> (All schools will reopen)			
<b>Reference Document:</b>	<a href="#">DfE: Schools coronavirus (COVID-19) operational guidance (February 2021)</a>			
<b>Date</b>	<b>Summary of school position</b> (include numbers of staff working from home / shielding, bubble sizes)			
04/03/21	Staff ready to return on 08/03/21 for full re-opening. Four staff working from home as CEV. Cover in place for 5 staff who are currently on long term absence. Class bubbles re-instated – Bubbles of 30 children with 2 (or 3) teaching staff and named MDS, with the exception of Class 1 & 2 who form a bubble of 60 (4 teaching staff and named MDS) Nursery remains fully open with appropriate adult/child ratios, and well established routines One bubble (in Y1) will remain closed until 15/03/21 due to Covid related staff absence and isolation			
06/04/21	Full deployment for start of Summer Term 2021 (WB 19/04/21). Some easing of Lockdown restrictions Nationally and roll out of vaccine programme. Most control measures remain unchanged in school with the exception of swimming, 10 mins a week outdoor briefings for staff, intervention groups on Friday afternoons for target children, and Year 1 bubble.			
<b>Hazard Aspect</b>	<b>Possible control measures</b>	✓ if in place ✗ if not or n/a	<b>Where:</b> ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	<b>Residual Risk rating</b> High, medium, low
<b>Communication</b>				
Staff	<ul style="list-style-type: none"> <li>This completed risk assessment is shared with staff. Signatures are obtained.</li> </ul>	✓	Staff all have the RA and opportunity to respond. Copies in school at all times with any updates highlighted Published on website	L
	<ul style="list-style-type: none"> <li>Staff are encouraged to give regular feedback on the effectiveness of these control measures and plans, share suggestions and identify additional touch points.</li> </ul>	✓	Who can I talk to? Principal's Assembly and follow up art activity in class for children to express how they are feeling. Staff briefing note to encourage staff to communicate any concerns, issues directly to SLT, or via an	

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			intermediary, to ensure all views are heard Staff code of conduct in Staff Information files with Covid appendix Face to face, outdoor briefings resume in Summer Term (10 mins a week in courtyard which allows for social distancing)	
Parents/carers, pupils and visitors	<ul style="list-style-type: none"> <li>The relevant control measures from this risk assessment are communicated to parents, carers, pupils and visitors. This includes instructing children old enough not to touch staff and their peers where possible. Signage is installed wherever necessary as a reminder.</li> </ul>	✓	Letters to parents FAQs Behaviour policy Collective and individual responsibility (supportive reminders)	L
	<ul style="list-style-type: none"> <li>If possible, a pdf version of this completed risk assessment published on the school's website to provide transparency of approach to parents, carers and pupils. (Do not include names where any personal details are recorded).</li> </ul>	✓	RA on website and on RLT website	
	<ul style="list-style-type: none"> <li>Parents' are reminded, where necessary, of their duty to secure their child's regular attendance at school (unless they have symptoms, are a close contact of someone who has symptoms / tested positive or are shielding) and that the school has the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct.</li> </ul>	✓	Overview out to parents 26/2/21 Letter out WB 1/3/21 FAQs out WB 1/3/21 Trust expectations of attendance letter sent to parents New Trust team appointed to begin work in Summer Term 2021	
Employer	<ul style="list-style-type: none"> <li>The completed risk assessment (v.5) is shared with the Governing Body and employer.</li> </ul>	✓	Website Emailed to link Trustee and on Governorhub	L
Trade Unions	<ul style="list-style-type: none"> <li>The completed (v.5) risk assessment is shared with the recognised Trade Unions following sharing with the school's Governing Body. (Do not include names where any personal details are recorded).</li> </ul>	✓	Procedure through RLT	L
<b>Contracting / transmitting Covid-19</b>				
Preventing symptomatic persons attending school	<ul style="list-style-type: none"> <li>Pupils, parents / carers and any visitors, such as suppliers, are informed not to enter the school if they are displaying any symptoms of coronavirus:</li> </ul>	✓	Signage in entrance hall and on Inventory Letters to parents prior to re-opening Parent attend school building by agreement	M

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	<ul style="list-style-type: none"> <li>○ a new, continuous cough</li> <li>○ <b>or</b> a high temperature</li> <li>○ <b>or</b> has a loss of, or change in, their normal sense of taste or smell (anosmia)</li> </ul> <p><a href="#">PHE Campaign posters are available here.</a></p> <ul style="list-style-type: none"> <li>● For noting: In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus.</li> </ul>		<p>only</p> <p>✓ Maintain good communication. Ensure parents understand rationale and reasons for child being asked not to attend.</p> <p>In the event of a child displaying symptoms, presenting or complaining of being unwell, then parents will be called and asked to take their child home from school. Letter provided with guidance. Home testing kits now available</p>	
Individuals not accessing the vaccination programme	<ul style="list-style-type: none"> <li>● Staff, their households and parents are encouraged to access the vaccination programme when it is available for their priority group. Posters are available here: <a href="https://coronavirusresources.phe.gov.uk/covid-19-vaccine/resources/">https://coronavirusresources.phe.gov.uk/covid-19-vaccine/resources/</a></li> </ul>	✓	<p>Posters displayed. Request for staff vaccinations for those who support SEN pupils made to NCC. Priority group vaccinations for staff in line with local procedures. – increasing numbers of staff and families now vaccinated according to NHS guidance and invitation to vaccination programme</p>	L
Preventing persons who are at a higher risk of carrying the virus attending school <a href="#">Reference</a>	<ul style="list-style-type: none"> <li>● <b>Staff</b> are made aware of the current quarantine restrictions in their holiday arrangements if they visit countries outside the Common Travel Area (i.e. UK, the Crown Dependencies (Bailiwick of Jersey, Bailiwick of Guernsey and the Isle of Man) and Ireland), noting that quarantine may affect their ability to be available to return to the workplace.</li> <li>● <b>Parents and carers</b> are made aware of the current quarantine restrictions if they return from countries outside the Common Travel Area (i.e. UK, the Crown Dependencies (Bailiwick of Jersey, Bailiwick of Guernsey and the Isle of Man) and Ireland), noting that quarantine may affect their ability to comply with statutory</li> </ul>	✓	<p>Staff briefing Staff to check quarantine restrictions prior to booking holidays. Staff to discuss planned trips and consider whether quarantine restrictions would impede their ability to return to work.</p> <p>Attendance Officer to discuss with parents who indicate that they are planning to take holidays to ensure all are clear about restrictions. Absences are not authorised. Polymerase Chain Reaction (PCR) test</p>	L

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	attendance.  • Records are kept of such visits.		advised.  Records kept of any known visits or if shared by staff	
Reducing the number of persons on site	<ul style="list-style-type: none"> <li>The school considers whether it is feasible and appropriate for some roles, such as administrative roles to work from home, either full time or on a part time basis. The school considers whether it is feasible for teaching staff, particularly those in health groups whether they could virtually teach from home, either full or part time, using IT. (See “Persons at higher risk of becoming seriously ill” section)</li> </ul>	✓	All staff expected to staff work on site from 8 <sup>th</sup> March. CEV staff continue to lead remote teaching from home as deployed (until shielding restrictions lifted) Staff with concerns have individual risk management discussions with Principal to ensure confidence.	L
	<ul style="list-style-type: none"> <li>Contractors undertaking statutory testing and emergency and routine repairs are permitted on site. They are advised to arrange visits outside of the school day where possible and avoid arriving and leaving site during pupil pick up and drop off times. The number and duration of face to face contacts with adults is limited as far as possible (e.g. less than 15 minutes in one day). 2 metre social distancing protocols are followed.</li> </ul>	✓	Arranged and scheduled by Estates Manager/ Site Team  Visitors socially distance and wear face coverings.	
	<ul style="list-style-type: none"> <li>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools, but are kept to the minimum. They particularly ensure they minimise contact and maintain as much distance as possible from other staff. The number of groups taught and locations worked in are minimised to reduce the number of contacts made. Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual.</li> </ul>	✓	Named peripatetic staff continue to work on site with bubbles of pupils, in designated areas of school (eg gardening/ music/ therapies/BST/SEN support) NB: No cases identified amongst these staff/bubbles so far which indicates effective control measures.	
	<ul style="list-style-type: none"> <li>The school continues hosting initial teacher training (ITT) trainees. Trainees continue to go into their school or college on placement to support teaching and also support schools in other ways, including supporting remote education, developing lesson materials and offering pastoral support</li> </ul>	✓	Not this year. To be reviewed for 2021-2022	

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	<ul style="list-style-type: none"> <li>The School's coronavirus safety principles are communicated to essential visitors such as contractors. A dialogue is undertaken where necessary between the school and visitors regarding the schedule of the visit including the rooms to be visited and any points of discussion around social distancing and hygiene.</li> </ul>	✓	As routine	
	<ul style="list-style-type: none"> <li>Parents/carers are informed that if their child needs to be accompanied to the school, only one parent/carer should attend if possible.</li> </ul>	✓	Signage and letters	
	<ul style="list-style-type: none"> <li>Conversations with parent/carers are held on the telephone wherever possible. Parents/carers are informed not to enter the school building unless they have a pre-arranged appointment. The 2-metre social distancing rule applies to these meetings and kept as short as possible (e.g. less than 15 minutes).</li> </ul>	✓	In place, as routine. Meetings can take place outside in warmer weather	
	<ul style="list-style-type: none"> <li>Non-essential visitors are asked remain away from site. In determining whether the visitor is essential consider whether the meeting can be undertaken remotely, whether there are any other health and safety, financial or other significant implications of not undertaking the visit.</li> </ul>	✓	Essential visitors only on site. Assess on individual basis	
	<ul style="list-style-type: none"> <li>Governor meetings held virtually if possible. Any Governor meetings held in school are undertaken following social distancing protocols. Governor monitoring visits are undertaken virtually if possible.</li> </ul>	✓	March/June meetings scheduled via Zoom Link Trustee meetings carried out remotely	
	<ul style="list-style-type: none"> <li>Schools do not host any performances with an audience. The school considers alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.</li> </ul>	✓	No live performances. Outdoor events in Summer Term for parents to be considered	
Persons at higher risk of becoming seriously ill	<ul style="list-style-type: none"> <li><b>Clinically extremely vulnerable staff</b> are advised not to attend the workplace. CEV individuals are those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list). Staff who are identified</li> </ul>	✓	CEV staff work from home in line with shielding advice  CEV staff all ready to return on 19 <sup>th</sup> . Control measures in place as for September re-	L

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	<p>as clinically extremely vulnerable should follow the published guidance.</p> <p>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.</p> <p>Even when CEV staff have had both doses of the vaccine, they should continue to follow this shielding advice until further notice.</p> <p>See also staff welfare.</p>		opening	
	<ul style="list-style-type: none"> <li>• <b>Clinically extremely vulnerable pupils</b> are currently advised not to attend school. Copies of the shielding letter sent to CEV children are requested if necessary.</li> </ul>	✓	CEV children taught remotely if identified	
	<ul style="list-style-type: none"> <li>• The following measures are in place for <b>pregnant members of staff</b> and recorded on the pregnancy Covid risk assessment:                             <ul style="list-style-type: none"> <li>○ Up to 28 weeks: Avoid face to face contact, observe social distancing recommendations where possible.</li> <li>○ Over 28 weeks: Consider further precautions.</li> </ul> </li> </ul>	✓	<p>Staff who are pregnant requested to confidentially share this with Principal so risk assessments can be completed.</p> <p>As ours is a predominantly female workforce, many of childbearing age, controls must be observed stringently.</p> <p>Pregnancy Covid RA to be completed as agreed</p>	
	<ul style="list-style-type: none"> <li>• Staff in the <b>BAME categories</b> have been individually reminded to observe good prevention practice in the workplace and home settings.</li> </ul> <p>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,</p>	✓	<p>Staff requested to discuss any concerns they might have the Principal.</p> <p>Individual RAs if requested or required</p>	

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	and access to healthcare can increase susceptibility to COVID-19 and worsen outcomes following infection.			
	<ul style="list-style-type: none"> <li>• <b>Clinically vulnerable</b> staff continue to attend school where it is not possible to work from home. They are individually reminded to observe social distancing where possible, face to face contact is avoided and the aide memoire is used.</li> </ul>	✓	School staff expected to work at school as their work cannot be done from home when all children are attending. CV staff expected to observe control measures and ensure they are strictly socially distancing	
	<ul style="list-style-type: none"> <li>• <b>Staff who live with</b> those who are clinically vulnerable or clinically extremely vulnerable are individually reminded to observe good prevention practice in the workplace and home settings.</li> </ul>	✓	Shared at staff briefing Good prevention practice essential.	
School Visits	<ul style="list-style-type: none"> <li>• The school notes that the DfE advises against educational visits at this time.</li> </ul>	✓	No school trips. Adventure Days on school field planned for March and Summer Planned on site activities to ensure full curriculum delivery in Summer Term. Swimming resumes ( 20.04.21(see Swimming RA for bubbles, transport, and changing routines)	L
Undertaking CPR / and First Aid	<ul style="list-style-type: none"> <li>• The following information has been shared with school first aiders: <a href="#">Resuscitation Council UK Statement on COVID-19 in relation to CPR and resuscitation in first aid and community settings</a> <a href="http://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm">www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm</a> “It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands”</li> </ul>	✓	First Aiders have all read this guidance. (see emails from July2020 RA)  PPE available and to be worn when treating medical emergencies and general first aid.	M
Persons becoming symptomatic whilst in school	<ul style="list-style-type: none"> <li>• If anyone in the school becomes unwell with:                             <ul style="list-style-type: none"> <li>○ a new, continuous cough</li> <li>○ <b>or</b> a high temperature</li> <li>○ <b>or</b> has a loss of, or change in, their normal sense of taste or</li> </ul> </li> </ul>	✓	Locations where pupils could be isolated: Front meeting room (designated space) Quarantine toilet (designated) Medical Room (2 <sup>nd</sup> designated space)	M

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	<p>smell (anosmia)</p> <ul style="list-style-type: none"> <li>• they must:                             <ul style="list-style-type: none"> <li>○ be sent home and advised to follow '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>', which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus.</li> </ul> </li> </ul> <p>Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.</p> <ul style="list-style-type: none"> <li>• PPE is available in the event that someone becomes symptomatic on site and if a distance of 2 metres cannot be maintained:                             <ul style="list-style-type: none"> <li>○ a <b>face mask</b></li> <li>○ <b>disposable gloves</b> and an <b>apron</b> if contact is necessary</li> <li>○ <b>eye protection</b> if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting.</li> </ul> </li> <li>• If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.</li> </ul> <p>Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p> <ul style="list-style-type: none"> <li>• Records of persons with symptoms consistent with coronavirus are kept (ref: tracker).</li> </ul>		<p>Any child with symptoms – parents phoned immediately and must collect their child and keep them at home for isolation (letter provided)</p> <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>PPE available Face coverings made freely available for any adult on site.</p> <p>Enhanced cleaning throughout day with additional cleaning if rooms are used by a different group</p> <p>Records kept by HR admin. Staff must self-refer please</p>	
Test and Trace	<ul style="list-style-type: none"> <li>• The <a href="#">latest NHS/PHE test and trace information</a> has been shared with staff and parents. In particular, parents are encouraged to get tests for their children if they develop symptoms.</li> </ul>	✓	As routine, though testing is not always appropriate for younger children. Isolation advised.	M



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	<ul style="list-style-type: none"> <li>The school understands the purpose of the school's own home test kits, has decided who makes the decision to offer the kit when they have a stock and by what criteria. <a href="#">Reference.</a> "You should only offer a home test kit to individuals who have developed symptoms while at school (or to their parent or carer if it is a pupil) in the exceptional circumstance that you believe they may have barriers to accessing a test elsewhere, and that giving them a home test kit directly will therefore significantly increase the likelihood of them getting tested." Note that to book a test at a centre they will need their own transport (or walk). To book either a test at a centre or to request a home test kit access to the internet and mobile phone is required, or by telephoning NHS on 119.</li> </ul>	✓	All staff have access to LFD lateral flow home testing kits. These are used twice a week before staff come to school (if they are participating). Results are reported in school to the Covid 19 Co-ordinator	
	<ul style="list-style-type: none"> <li>Swift action is taken when you become aware that someone who has attended school has tested positive for coronavirus (ref. symptom summary sheet v.6)</li> </ul>	✓	SLT act swiftly to identify contacts, communicate with families, and close bubbles if necessary The school will always err on the side of caution if there is any doubt and any likelihood that staff/pupils/parents have had contact with someone with symptoms or someone who has tested positive.	
	<ul style="list-style-type: none"> <li>Staff and parent telephone numbers are checked for accuracy.</li> </ul>	✓	Termly checks. Letters to parents 8/3/21 to update any phone contacts	
	<ul style="list-style-type: none"> <li>Contact details, are kept of all other visitors to the school, including where possible, personal phone numbers.</li> </ul>	✓	Admin team to action this – record of phone contacts kept for 10 day isolation period only.	
	<ul style="list-style-type: none"> <li>Ongoing records are kept of:                             <ul style="list-style-type: none"> <li>The names of pupils in the bubbles and members of staff who have accessed them.</li> <li>Any close contact that takes place between children and staff in different bubbles.</li> </ul>                             These details may be required at short notice outside the regular school day to enable the school to inform individuals to immediately self-isolate.                         </li> </ul>	✓	Accessible on site and off by member of SLT and attendance team	

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	<ul style="list-style-type: none"> <li>• Where staff have downloaded the NHS Covid app:                             <ul style="list-style-type: none"> <li>○ If staff keep their mobile phones on their person during the working day then the app can be left on.</li> <li>○ If staff's mobile phones are not kept on their person during the working day e.g. in a drawer or locker, they are asked to keep their mobile phones switched off or the app turned off (i.e. contact tracing paused)</li> </ul> </li> <li>Note that the Bluetooth capabilities of the contact tracing app can go through walls (consider classrooms where the teaching areas are back to back).</li> </ul>	✓	Mobiles kept to silent but staff can check as routine. Communicate at briefing & staff can raise any issues.	
	<ul style="list-style-type: none"> <li>• For noting: In the event that a pupil or member of staff reports symptoms, the rest of the bubble can continue to attend school awaiting the result of the test (apart from any siblings who are in, or not in, the same bubble who must also self-isolate with the rest of their household).</li> </ul>	✓	Judged on a case by case basis. We aim to keep bubbles open but will always err on the side of caution. Staff and pupil safety a priority	
Lateral Flow Testing (LFT)	<ul style="list-style-type: none"> <li>• School staff have been appointed a "COVID-19 Coordinator" who will be responsible for:                             <ul style="list-style-type: none"> <li>○ communicating with stakeholders</li> <li>○ ensuring staff are using the right instructions and that they sign for the test kits using the 'test kit log'</li> <li>○ reporting incidents and carry out risk management</li> <li>○ storing and reporting any required data</li> <li>○ reordering tests when required</li> </ul> </li> <li>They have read and understood the resources from the Primary portal.</li> </ul>	✓	LFT as routine for all staff using home testing kits C19 co-ordinator in place (JBI) Staff results sent and collated by HR admin (ZP)	L
	<ul style="list-style-type: none"> <li>• The school has provided information to staff about the purpose and the process of the lateral flow testing including the recording of results. They are encouraged to take part. (See step 5 and model letter from the Govt. resources.)</li> </ul>	✓	Yes. See briefing notes and emails from C19 Co-ordinator.	
	<ul style="list-style-type: none"> <li>• Persons are identified who wish to take part. This will include directly employed staff and non-directly employed peripatetic,</li> </ul>	✓	Test days – 3 or 4 days – home testing routines set by individual staff according to their working pattern	

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	<p>catering and cleaning colleagues. Participants may join or leave the arrangement at any time.</p> <p>The two test days have been decided (3-4 days apart). (It is recommended that one of these test days is Monday.)</p> <ul style="list-style-type: none"> <li>• Staff are reminded that:                             <ul style="list-style-type: none"> <li>○ A negative LFT does not eliminate the possibility of an infection. In particular it will not detect individuals who are recovering from having had the virus.</li> <li>○ A negative LFT does not allow the individual to pause compliance with covid rules within school, and social distancing and good hand hygiene outside the workplace.</li> <li>○ The testing programme does not replace current (PCR) testing policy for those with symptoms.</li> </ul> </li> <li>• Appropriate action is taken in the event of:                             <ul style="list-style-type: none"> <li>○ A negative test result</li> <li>○ A positive test result</li> <li>○ Two void test results</li> </ul> </li> <li>• Necessary records of testing are kept.</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>In briefing note, staff are reminded that:</p> <ul style="list-style-type: none"> <li>○ A negative LFT does not eliminate the possibility of an infection. In particular it will not detect individuals who are recovering from having had the virus.</li> <li>○ A negative LFT does not allow the individual to pause compliance with covid rules within school, and social distancing and good hand hygiene outside the workplace.</li> </ul> <p>The testing programme does not replace current (PCR) testing policy for those with symptoms.</p> <p>Procedures in place for recording. Positive results communicated directly to Principal by the individual, as well as to PHE via Gov.UK website and procedures for contact tracing followed.</p> <p>Covid 19 administrator maintains records</p>	
Hygiene – General	<ul style="list-style-type: none"> <li>• Correct handwashing and good hygiene are followed by staff, pupils, visitors and contractors. Pupils wash their hands at the designated times during the day and after certain activities:                             <ul style="list-style-type: none"> <li>○ On arrival at school</li> <li>○ After breaks and sport activities</li> <li>○ When they change rooms</li> <li>○ Early Years: after using wheeled bikes, trikes and other large, movable toys</li> <li>○ Before cooking and eating</li> <li>○ After sneezing or coughing</li> <li>○ After using the toilet</li> <li>○ Before leaving home</li> </ul> </li> </ul> <p>Note: Electric hand dryers may be used in schools</p>	<p>✓</p>	<p>Additional handwashing facilities installed Routines established and children supervised for enhanced hand hygiene No touch hand sanitising dispensers in foyer and outside staffroom for adults. Children wash hands before entering classrooms each time throughout day Additional outdoor sinks (x 3 troughs, each with three hot water taps) have been installed to alleviate queues and crowding – these are supervised in the mornings. Hand sanitiser used throughout day. Children can bring their own if they prefer, but school will supply for all classes and shared areas.</p>	<p>M</p>

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	<ul style="list-style-type: none"> <li>A process is in place for removing face coverings when pupils and staff who use them arrive at school. Pupils are instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</li> </ul>	✓	Additional face coverings available on gates and at reception – staff at gates have extras for people who forget	
	<ul style="list-style-type: none"> <li>For noting: School uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</li> </ul>	✓	Communicated with parents that clean uniform expected	
	<ul style="list-style-type: none"> <li><a href="#">Posters</a> are displayed in every classroom to be used, at the main entrance or front office, in places visible to those at the school gate if possible, in the staffroom and in all toilets and reminders given to pupils. Particular pupil groups are encouraged where possible not to touch their faces or to put objects in their mouths.</li> </ul>	✓	Seven animals of hand washing are displayed around school. Children encouraged not to put things in their mouths – but for SEN and very young children this is an instinctive behaviour, so staff remove and clean when this is noted.	
	<ul style="list-style-type: none"> <li>Adequate soap / hand sanitizer and tissues are available for pupils and staff throughout the school and for visitors arriving at main reception. Soap and water is the preferred choice; hand sanitizer is used when the use of soap and water is not practical. Identified children are supervised with their use of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes are used as an alternative.</li> </ul>	✓	Additional supplies ordered and topped up throughout day (cleaning team on duty throughout day) Children are supervised when using hand sanitiser Known children have additional outdoor play supervision arranged to help avoid then ingesting items or liquids which they should not be eating	
	<ul style="list-style-type: none"> <li>Arrangements for dealing with bodily fluids are in place. The risk assessment has been completed and appropriate disposal procedures are in place.</li> </ul>	✓	Intimate care bins double bagged and labelled for disposal.	
	<ul style="list-style-type: none"> <li>The best choice of bins for used tissues is a lidded bin with a pedal as you will not need to physically touch the bin lid and the tissues</li> </ul>	✓	Pedal lidded bins in all areas and toilets where paper towels are 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
	<p>will be safely stored.</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"> <li>Sufficient ongoing enhanced cleaning in areas occupied by staff and pupils. Any unoccupied areas due to fewer pupils being in school can be cleaned less regularly and secured and/or signed to restrict access.</li> </ul> <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"> <li>Wherever possible contactless payments are accepted on site rather than cash. In the event that this isn't possible, office staff should wash or sanitise their hands immediately after handling any coins.</li> </ul>		<p>Cleaners wear gloves</p> <p>Ongoing, enhanced cleaning throughout the day with particular attention to touch points/ sinks/ toilets</p> <p>Parent pay for any school purchases. Red Nose Day purchases by cash – children drop cash into box, staff wear gloves to handle cash Similar routine for Book Fair</p>	
Hygiene – Classroom group bubble	<ul style="list-style-type: none"> <li>Soft furnishings, soft toys and toys that are hard or impossible to clean (such as play dough or those with intricate parts) have been removed from use in rooms which more than one bubble group uses.</li> <li>Unnecessary items are removed from classrooms and other learning environments where there is space to store it elsewhere as this reduces the amount of cleaning required.</li> <li>Teaching staff may wish to clean articles or areas within the</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>Removed soft furnishings other than those which can be laundered in school after use eg in Nursery. Fresh dough daily in EYFS</p> <p>No cluttering and tables left clear at end of day for cleaning</p> <p>Resources are cleaned by staff – eg between</p>	M

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>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:</p> <p>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.</p>		<p>Nursery sessions</p> <p>Outdoor play equipment is cleaned after use (non-toxic liquid spray and cloths in all outdoor lidded play equipment containers to be used by adults)</p>	
	<ul style="list-style-type: none"> <li>Teachers wash or sanitise their hands before and after handling pupils' books.</li> </ul>	✓	<p>As routine</p> <p>Marking strategies as for Autumn term 2020</p>	
	<ul style="list-style-type: none"> <li>Activities are avoided which involve passing items around a class where it does not contribute to pupil education and development. The sharing of books, other resources and equipment is avoided where possible.</li> <li>Staff and pupils have their own pencils and pens, which are not shared. Consider labelling items with pupils' names.</li> </ul>	✓	<p>Only share equipment when necessary</p> <p>Increase hand hygiene as young children do touch the same equipment in classes and much sharing cannot be avoided without detriment to quality of education</p>	
	<ul style="list-style-type: none"> <li>Shared materials such as books and games and surfaces are cleaned and sanitised more frequently. Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities are washed before and after use.</li> </ul>	✓	<p>Increase hand hygiene as young children do touch the same equipment in classes and much sharing cannot be avoided without detriment to quality of education</p>	
	<ul style="list-style-type: none"> <li>Resources that are shared <b>between</b> bubbles, such as sports, art and science equipment are cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</li> </ul>	✓	<p>Sports equipment cleaned after use by Sports Coach or MDS</p>	
	<ul style="list-style-type: none"> <li>Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.</li> </ul>	✓	<p>Only essential items brought in. Pupils have equipment in own drawer or at workstation, in a named pack</p>	
	<ul style="list-style-type: none"> <li>The amount of shared resources that are taken home are limited.</li> </ul>	✓	<p>Reading books weekly – returns quarantined over weekend.</p>	
	<ul style="list-style-type: none"> <li>Ensure that reusable drinking cups are not shared between pupils.</li> </ul>	✓	<p>No cups to be used</p> <p>Children must bring their water bottle and take</p>	

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	Consider replacing reusable drinking cups with disposable cups.		at home daily	
	<ul style="list-style-type: none"> <li>Children and staff are encouraged to flush toilets with the lid down to avoid the possibility of an aerosol. Where there are toilets without lids in nurseries a temporary cover is placed over the toilet when <b>staff</b> have to flush nursery toilets.</li> </ul>	✓	Staff aware of procedures and use flush cover as needed	
PPE ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>Adequate necessary Personal Protective Equipment (PPE) is available for cleaning tasks, personal care, first aid and certain medical procedures.</li> </ul>	✓	Plenty of supplies in school	L
	<ul style="list-style-type: none"> <li>Training and instruction have been provided for the putting on, removing and disposal of PPE.</li> </ul>	✓	Donning and doffing posters displayed	
	<ul style="list-style-type: none"> <li>Risk assessments in place for medical procedures have been reviewed in light of the pandemic (contact the medical professional who created or assisted with the creation of the risk assessment) and in particular noting whether any additional PPE is necessary.</li> </ul>	✓	As routine	
	<ul style="list-style-type: none"> <li>Aerosol generating procedures (AGPs): Within education settings these are only undertaken for a very small number of children with complex medical needs, such as those receiving tracheostomy care. Staff performing AGPs in these settings follow Public Health England's personal protective equipment (PPE) guidance on aerosol generating procedures, and wear the correct PPE which is:                             <ul style="list-style-type: none"> <li>a FFP2/3 respirator</li> <li>gloves</li> <li>a long-sleeved fluid repellent gown</li> <li>eye protection</li> </ul> </li> </ul>	✓	N/A	
Face coverings in school  (Face coverings are instead largely intended to protect others, not the wearer, against the	<ul style="list-style-type: none"> <li>Face coverings (or only where necessary for communication purposes - transparent face coverings) are worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas).  Face visors or shields are not worn as an alternative to face</li> </ul>	✓	Face coverings for all adults at drop off and pick up time please, as this is when the playground is busy.  Voluntary at all other times. Staff who cross between bubbles (pastoral/SLT/cleaning staff) wear in corridors	L

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
spread of infection because they cover the nose and mouth, which are the main confirmed sources of transmission of virus that causes coronavirus infection)	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.			
	<ul style="list-style-type: none"> <li>Staff will now have access to face coverings due to their increasing use in wider society. However, in the event that the Head Teacher recommends face coverings in circumstances identified above and where staff or visitors are struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, a small contingency supply available to meet such needs.</li> </ul>	✓	Extra supplies ordered and freely available to all adults	
	<ul style="list-style-type: none"> <li>Instructions are displayed / provided for wearers of face coverings of the correct way– available as a <a href="#">list here</a> and an <a href="#">infographic here</a></li> </ul>	✓	Displayed	
Reducing number of touchpoints	<ul style="list-style-type: none"> <li>Touchpoints are reduced by propping open non-fire doors. Fire doors can only be held open throughout the school day with dedicated automatic closing devices.</li> </ul>	✓	Doors to shared areas propped open Classroom doors propped open	
	<ul style="list-style-type: none"> <li>Only use touch screen signing in systems if it can be ensured that only the bar code reader is used or hands are sanitised straight afterward after touching and the screens are cleaned on a regular basis at appropriate times.</li> </ul>	✓	Hands free Inventory	L
	<ul style="list-style-type: none"> <li>Consider whether drinking fountains need to be taken out of action.</li> </ul>		N/A Children have own water bottles	
Site to site visits	<ul style="list-style-type: none"> <li>Staff who travel from school to another site during work hours for work purposes (i.e. not the commute) on public transport have been provided surgical face masks or the following information: <a href="https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering">https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering</a></li> </ul>	✓	Yes	L
<b>Contracting / transmitting Covid-19 – including the “Bubble” Model</b>				
Parents and pupils travelling to school	<ul style="list-style-type: none"> <li>Parents/carers and pupils are encouraged to walk or cycle to the school where possible.</li> </ul>	✓	Parental choice	L



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	<ul style="list-style-type: none"> <li>The school has considered how pupils arrive at school, and how to reduce any unnecessary travel on coaches, buses or public transport where possible. Consider undertaking a parental survey on their typical mode of travel. Consider staggered start times to enable more public transport journeys to take place outside of peak hours.</li> </ul>	✓	Very limited number of families who travel by bus. Start times are extended and allow time for different arrival and pick-ups	
	<ul style="list-style-type: none"> <li>Families using public transport are referred to the safer travel guidance for passengers: <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a></li> </ul>	✓	Yes	
Organising the school day	<ul style="list-style-type: none"> <li>Drop-off and collection times are staggered but these should not reduce the amount of overall teaching time. Specific arrangements are determined where parents/carers have children in different year groups.</li> </ul>	✓	Drop off and pick up times extended and all gates open to allow distancing and free flow around the playground without pavement bottlenecks Designated gates for EYFS and KS1/2 with timings adjusted to allow parents to get sibling groups to school on time	L
	<ul style="list-style-type: none"> <li>Parents/carers' drop-off and pick-up protocols that minimise adult to adult contact are in place. Parents/carers are instructed not to congregate in groups on, or directly outside the school premises.</li> </ul>	✓	Clear information provided prior to re-opening (letter 05/03/21 and 31/3/21)	
	<ul style="list-style-type: none"> <li>Break times including lunch are staggered so that all pupils are not moving around the school at the same time.</li> </ul>	✓	Bubble groups Bubble pathways to avoid bottlenecks	
Foyer / Reception	<ul style="list-style-type: none"> <li>Consider marking the ground directly outside the front entrance with tape or temporary paint at 2 metre intervals and display instructional signage.</li> </ul>	✓	N/A Not used by families 2M spaced spots painted all over playground to aid social distancing	L
	<ul style="list-style-type: none"> <li>Consider marking the floor of the foyer with tape at 2 metre intervals, and in doing so identify how many individuals (or pairs of individuals from the same household) can safely be present in the foyer at any one time. Instructional signage is displayed. Office staff to only allow this identified number into the foyer in at any one time – the front entrance door will need to be on the door</li> </ul>	✓	Displayed how many in each area/room	

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	entry control system if installed.			
	<ul style="list-style-type: none"> <li>Existing reception screens are kept in the closed position wherever possible. Floor markings are installed if screens are not in place and there is no other barrier preventing the visitor approaching 2 metres from the receptionist. (Note that 1 metre distance is acceptable where screens are fitted)</li> </ul>	✓	Yes	
Office ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>Consider splitting administration staff with staff working from home on alternate days. For larger teams fixing these splits (cohorting), so that where contact is unavoidable, this happens between the same individuals.</li> </ul>	✓	Large office space so not necessary Our school admin team cannot carry out their work from home	L
	<ul style="list-style-type: none"> <li>The office layout has been examined such that workstations that are usable at the same time (i.e. 2 metres apart) have been identified.</li> </ul> <p>If the proposed workstations are closer than 2 metres (but at least 1 metre) and the office activity needs to continue in this manner, all the following actions must be undertaken where possible to reduce the risk:</p> <ul style="list-style-type: none"> <li>Further increasing the frequency of hand washing and surface cleaning.</li> <li>Keeping the activity time involved as short as possible.</li> <li>Using screens or barriers to separate people from each other.</li> <li>Using back-to-back or side-to-side working (rather than face-to-face).</li> </ul>	✓	Checked by Estates manager  Handwashing facility in office  Frequent surface cleaning as requested	
	<ul style="list-style-type: none"> <li>Hot desks are avoided where possible. Where not possible, workstations are cleaned in between use.</li> </ul>	✓	Personal desks agreed	
Meeting rooms	<ul style="list-style-type: none"> <li>Remote working tools (Teams, Zoom) are used to avoid in-person meetings where possible.</li> </ul>	✓	In place	L
	<ul style="list-style-type: none"> <li>Only absolutely necessary participants physically attend meetings and they maintain social distancing guidelines (2m, or 1m with risk mitigation where 2m is not viable).</li> </ul>	✓	Eg parent meeting can take place in Dance Studio to enable Social distancing	

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	<ul style="list-style-type: none"> <li>Pens, documents and other objects are not shared.</li> </ul>	✓	In place	
	<ul style="list-style-type: none"> <li>Hand sanitiser is provided in meeting rooms.</li> </ul>	✓	Yes	
	<ul style="list-style-type: none"> <li>Meetings are held outdoors or in well-ventilated rooms whenever possible.</li> </ul>	✓	Yes	
	<ul style="list-style-type: none"> <li>For areas where regular meetings take place, floor signage is used to help people maintain social distancing.</li> </ul>	✓	New Social distancing Signage throughout site to catch the eye and remind that Something is different (yellow cones, signs, high vis jackets)	
Staff room	<ul style="list-style-type: none"> <li>Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. Staff can continue to use the staff room if they apply social distancing measures:                             <ul style="list-style-type: none"> <li>Identify seating that can be used 2 metres apart. Back to back seating is preferred. Tape off other seating.</li> <li>Stagger staff breaktimes</li> <li>Instruct staff not to congregate at the kitchen area.</li> </ul> </li> </ul>	✓	Large hall used for staff room with tables spaced to allow for social distancing Also large outdoor courtyard with tables for use of warm weather Also Garden Room (Wellbeing Room) for staff	M
	<ul style="list-style-type: none"> <li>Notices promoting hand hygiene and social distancing are visibly placed in the staff room.</li> </ul>	✓	Displayed	
Corridors	<ul style="list-style-type: none"> <li>Movement around the school site is kept to a minimum. Busy corridors, entrances and exits are avoided. Staggered break times and lunch times are considered as necessary.</li> </ul>	✓	Minimal movement with directional pathways and use of outdoors to move between eg toilets and classroom	
	<ul style="list-style-type: none"> <li>Consider one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors.</li> </ul>	✓	In place with arrows	L
Classrooms	<ul style="list-style-type: none"> <li>Small adaptations are made to the classroom to support distancing where possible. This include:                             <ul style="list-style-type: none"> <li>seating pupils side by side and facing forwards, rather than face to face or side on.</li> <li>moving unnecessary furniture out of classrooms to make more space if necessary.</li> </ul> </li> </ul>	✓	Teachers organise layout so they feel safe	M

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	<ul style="list-style-type: none"> <li>There is no need for class sizes to be adjusted from the usual size. Bubbles of an appropriate size to achieve the greatest reduction in contact and mixing are defined. These do not affect the quality and breadth of teaching or access for support and specialist staff and therapists. The following is noted: Using small groups reduces the transmission risk but can restrict the normal operation of education and present educational and logistical challenges. However, when using larger groups, the other measures from the system of controls become even more important.</li> </ul>	✓	Pupils return to class bubbles of 30 max. 2 x reception classes are a double bubble (reception 1 and 2 due to entrance and exit being shared) Year 1 are one bubble to facilitate phonics and intervention group teaching and accelerate academic progress. The amount of mixing is limited, but likely to have a wider effect if any positive cases are identified (ie whole year group would resume remote learning)	
	<ul style="list-style-type: none"> <li>Ideally, adults maintain a 2-metre distance from each other, and from children. This is more important where staff need to move between groups. This will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support are provided as normal. This is not likely to be possible with younger children however teachers can still work across groups if that is needed to enable a full educational offer. Social distancing should be encouraged between pupils wherever possible if this doesn't adversely affect learning.</li> </ul>	✓	SD not possible with younger children, so hand/respiratory hygiene and a deep cleaning applied. Anti viral fogging of all rooms daily	
	<ul style="list-style-type: none"> <li>All teachers and other staff can operate across different classes in order to facilitate the delivery of the school timetable, however where they do so, social distancing becomes more important.</li> </ul>	✓	Staff stay in bubble Some staff move between – SLT/pastoral Y1 staff teach across the bubble in some instances (groups)	
	<ul style="list-style-type: none"> <li>The bubble groups (pupils) do not mix with other bubble groups throughout the school day where possible. Wider groups are allowed for specialist teaching where necessary.</li> </ul>		No mixing of bubbles during day.	
	<ul style="list-style-type: none"> <li>Classrooms are accessed directly from outside where possible.</li> </ul>	✓	Yes	
	<ul style="list-style-type: none"> <li>Pupils occupy the same classroom throughout the school day where possible. Where unavoidably different groups of pupils use</li> </ul>	✓	Yes Rooms fogged daily with antiviral fogging spray	

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	<p>the same classroom at different times, the area is cleaned adequately in between their occupancy.</p> <ul style="list-style-type: none"> <li>Pupils who routinely attend more than one setting on a part time basis have been identified and additional measures put in place as necessary.</li> </ul>	✓	Allocated spaces but if the move, hand sanitiser is used	
Lunchtime arrangements	<ul style="list-style-type: none"> <li>A range of measures are considered and implemented to reduce the risk of transmission and contamination:                             <ul style="list-style-type: none"> <li>Lunches are served and eaten within the bubble classroom</li> <li>Several lunch sittings are organised.</li> <li>The hall is zoned such that two or more groups may use it at the same time, with timings staggered so that different bubbles are not queuing whilst waiting to be served at the same time. Separate waste stations are provided. Social distancing between bubbles can be encouraged with the following measures: folding hall partition dividers, freestanding screens or floor markings. The ability of pupils to follow the social distancing rules has been taken into account within these measures.</li> <li>Midday Supervisors are allocated to the lowest number of consistent bubble groups.</li> <li>Suitable cleaning for infection control purposes is undertaken between any bubble groups usage of a space (mandatory).</li> </ul> </li> </ul>	✓	<p>Children eat in class Tables cleaned before and after use Handwashing before and after eating Trolleys fully cleaned and sanitised and allocated to a class and a MDS MDS allocated to a class and do not mix bubbles Reception and Year 1 classes eat in hall seated at classroom bubble tables. Reception classes x3 eat first, followed by Y1 classes x3</p>	M
Curriculum: Science and D&T	<ul style="list-style-type: none"> <li>CLEAPSS guides are followed as necessary:                             <ul style="list-style-type: none"> <li><a href="#">P110 Practical activities in a bubble</a></li> <li><a href="#">P104 Managing hands-on activities in schools in locally locked down areas</a></li> <li><a href="#">P112 Practical activities for children in locally locked down areas.</a></li> </ul> </li> </ul>	✓	Noted	L
Curriculum: School Sport	<ul style="list-style-type: none"> <li>PE, sport and physical activity provided by schools to their own pupils under their systems of control can continue. This includes sports clubs or activities before or after school, in addition to their regular PE lessons. Competition between different schools do not take place, in line with the local restrictions on grassroots sport.</li> </ul>	✓	<p>Nothing in addition to add PE in bubble groups outside (see section on cleaning equipment between uses) Swimming resumes in Summer Term</p>	L

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> <li>Outdoor sports are prioritised where possible, and large indoor spaces used where it is not. Contact sports are avoided. The school only provides team sports on the list available at <a href="#">return to recreational team sport framework</a>. Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing.</li> </ul>	✓	Nothing in addition to add Large indoor gym can be used on poor weather by one class Otherwise, children have coats on and do their daily mile	
	<ul style="list-style-type: none"> <li>Distancing is maximised between pupils as much as possible during all activities.</li> </ul>	✓	No touch games modelled in play and lunchtimes	
	<ul style="list-style-type: none"> <li>Pupils are kept within their bubble groups. Multiple bubble groups may use outdoor space at the same time providing they is a significant distance from each other at all times and equipment is not shared.</li> </ul>	✓	Nothing in addition to add If more than one bubble uses the yard at once, there is a full zone of space between them	
	<ul style="list-style-type: none"> <li>Scrupulous attention is paid towards cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. Sports equipment thoroughly cleaned (or kept in quarantine for 72 hours) between each use by different individual groups.</li> </ul>	✓	Hand washing before and after as routine	
Curriculum: Music, dance and drama in school  <a href="#">PHE Safer Singing Reference</a>	<ul style="list-style-type: none"> <li>Music, dance and drama continues as part of the school curriculum, noting that there is an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place.</li> </ul>	✓	Full curriculum provided	
	<ul style="list-style-type: none"> <li>Singing, wind and brass playing do not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained. In smaller groups strict social distancing is observed.</li> </ul>		Music continues No singing Individual wind/brass lessons in a larger well ventilated space with NMT risk management in place	L
	<ul style="list-style-type: none"> <li>Particular care is taken in all music, dance and drama lessons to observe social distancing where possible. This may limit group</li> </ul>	✓	Class music lessons (no singing) take place in hall	

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>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.</p> <ul style="list-style-type: none"> <li>Any background or accompanying music is kept to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, microphones are used to reduce the need for shouting or prolonged periods of loud speaking or singing.</li> <li>Playing instruments and singing in groups take place outdoors wherever possible. If indoors, a room is used with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation.</li> <li>Shared equipment is avoided wherever possible. Name labels on equipment have been considered to help identify the designated user. Handling of music scores, parts and scripts is limited to the individual using them. If instruments and equipment have to be shared, they are disinfected regularly. Increased handwashing is undertaken before and after handling equipment, especially if being used by more than one person.</li> <li>The number of suppliers when hiring instruments and equipment is limited. Hired equipment, tools or other equipment is cleaned on arrival and before first use.</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Music lessons follow NMT RA Side by side, one to one, cleaned space in between Well ventilated Via Zoom when off site</p> <p>Well ventilated large Hall used for one to one wind/brass lessons</p> <p>No shared equipment Cleaned after session Hand sanitiser before lesson and after prior to entering class</p> <p>Children have own, designated instruments to use at home and school</p>	
School hall	<ul style="list-style-type: none"> <li>Large gatherings such as assemblies or collective worship with more than one bubble group are not undertaken.</li> <li>Halls, dining areas and internal and external sports facilities for exercise may be used by single bubble groups with adequate cleaning between the groups.</li> </ul>	<p>✓</p> <p>✓</p>	<p>Online assemblies via TEAMS – children stay in class</p> <p>Single bubble use Dinner time, 3 x Bubble Tables of Reception classes and 3 x Bubble tables of Y1 pupils</p>	L

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
Pupil toilets	<ul style="list-style-type: none"> <li>Wherever possible, individual groups of pupils (the bubble) are allocated their own toilets. This ideally would be their own toilet block. Alternatively, a set of cubicles and sinks could be divided into two where two classrooms share a single block and signage displayed (consider maturity of pupils in following these rules). However, different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</li> </ul>	✓	Children wait until only two in toilet Toilets cleaned throughout day Children supervised Door open (aids ventilation) but privacy maintained by building layout	M
Playground and school field	<ul style="list-style-type: none"> <li>The school makes use of outdoor spaces to support delivery of the curriculum – outdoor education can limit transmission and more easily allow for distance between pupils and staff.</li> </ul>	✓	Use of extensive outdoor space for PE One class may use large Sports hall in the event of poor weather	L
	<ul style="list-style-type: none"> <li>The use of play equipment is examined, ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously.</li> </ul>	✓	Equipment cleaned between uses No use of climbing equipment (Trim Trail)	
	<ul style="list-style-type: none"> <li>Pupils playing outside are encouraged to undertake non-touch activities wherever possible. Groups of pupils do not mix.</li> </ul>	✓	Outdoor play – no touch game cards, and modelled for each bubble by class staff and MDS as routine Play equipment is cleaned after playtimes Equipment box has instruction for use in fun/collaborative/no touch games	
Lack of air changes / ventilation	<ul style="list-style-type: none"> <li>Mechanical ventilation systems have been adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply). Further advice available <a href="#">here</a> (HSE) and <a href="#">here</a> (CIBSE).</li> </ul>	✓	School is well ventilated Limited use of mechanical systems eg in single adult toilets	L
	<ul style="list-style-type: none"> <li>Natural ventilation is used to help reduce the risk of spreading coronavirus:                             <ul style="list-style-type: none"> <li>Opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation,</li> </ul> </li> </ul>	✓	School is well ventilated – doors to outside in all classes, corridor windows open	



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>and opened more fully during breaks to purge the air in the space).</p> <ul style="list-style-type: none"> <li>○ <b>Opening internal doors</b> (note that this also has the benefit of reducing touch points).</li> <li>○ <b>Opening external doors</b> where there are no security concerns and where it doesn't create uncomfortable drafts.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● To balance the need for increased ventilation <b>while maintaining a comfortable temperature</b>, the following measures should also be used as appropriate:                             <ul style="list-style-type: none"> <li>○ <b>Opening high level windows</b> in preference to low level to reduce draughts</li> <li>○ <b>Increasing the ventilation while spaces are unoccupied</b> (e.g. before and after classes, during break and lunch)</li> <li>○ Providing flexibility to <b>allow additional, suitable indoor clothing</b>. The school has a mindful and considerate approach with parents who have difficulty obtaining uniform items or are experiencing financial pressures.</li> <li>○ <b>Rearranging furniture</b> where possible to avoid direct drafts.</li> </ul> </li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Heating is used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> </ul>		<p>Staff to be mindful of each other with regard to maintaining this balance between ventilation and temperature Corridor windows can be open Additional indoor clothing to be suggested to pupils (and staff) rather than coats being worn indoors</p> <hr/> <p>Underfloor heating at comfortable temperature</p>	
Breakfast and After School Clubs ( <a href="#">Reference</a> )	<p><b>From 8<sup>th</sup> – 29<sup>th</sup> March:</b></p> <ul style="list-style-type: none"> <li>● Parents and carers will only be able to access settings for certain essential purposes. Before and after school provision including allowed indoor and outdoor sports (see Sport section) to support pupil's wider education is provided to:                             <ul style="list-style-type: none"> <li>○ vulnerable children and young people</li> <li>○ other children, where the provision is:                                     <ul style="list-style-type: none"> <li>– reasonably necessary to enable their parents and carers to work, search for work, undertake education or training <b>or</b></li> <li>– so that they attend a medical appointment or address a medical need, or attend a support group.</li> </ul> </li> </ul> </li> </ul>	✓	Breakfast club provision from 8/3/21 After school clubs resume summer term (outdoors) One adult only to accompany children on site School office open 3:30-4pm	M

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><b>From 29<sup>th</sup> March:</b></p> <ul style="list-style-type: none"> <li>• <b>Outdoor provision</b> is made available to all children, without restrictions on the purpose for which they may attend.</li> <li>• <b>Indoor provision</b> is made available to:                             <ul style="list-style-type: none"> <li>○ vulnerable children and young people</li> <li>○ children on free school meals, where they are attending as part of the DfE's holiday activities and food programme</li> <li>○ other children, where the provision is:                                     <ul style="list-style-type: none"> <li>- reasonably necessary to enable their parents and carers to work, search for work, undertake education or training, or attend a medical appointment or address a medical need, or attend a support group.</li> </ul> </li> </ul> </li> </ul>	✓	<p>NCC programme of holiday events provided to parents with funding support for those who are eligible No use of the school building by pupils during Easter Holiday</p> <p>School can only continue to teach and advise healthy and safe behaviours during the pandemic, while children are off site, and follow up with DSL if there are concerns</p>	
	<ul style="list-style-type: none"> <li>• Schools keep children within their day bubbles where possible in these clubs. Siblings may be kept together. If it is not possible to maintain bubbles being used during the school day then small, consistent groups are used.</li> </ul> <p>Decisions on group sizes in the setting are based on:</p> <ul style="list-style-type: none"> <li>○ the current government guidance on social distancing</li> <li>○ the ability of the children in attendance to maintain social distancing and practise hand hygiene</li> <li>○ the age of the children in attendance</li> <li>○ nature of your activity or provision (for example, static, classroom set-up rather than an activity that requires a range of movement)</li> <li>○ the size or layout of your premises</li> <li>○ the ability to ventilate your premises effectively with fresh air</li> </ul>	✓	<p>Breakfast Clubs are in bubbles Reception/ Y1 children eat at bubble tables (refectory style) in dining hall</p>	
	<ul style="list-style-type: none"> <li>• Where parents are using external childcare providers or out of school extra-curricular activities for their children, they are:                             <ul style="list-style-type: none"> <li>○ advised to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible.</li> <li>○ encouraged to check providers have put in place their own protective measures</li> </ul> </li> </ul>	✓	<p>Good communication (open and honest) with parents supports the management of this risk</p>	

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	<ul style="list-style-type: none"> <li>o sent the link to the <a href="#">guidance for parents and carers</a></li> </ul>			
	<ul style="list-style-type: none"> <li>• Risk assessments / covid-safe procedures are requested from external bodies or organisations such as external coaches or after-school or holiday clubs. In doing so, the schools should ensure that they complement the school's risk assessment measures and they have had due regard to any other <a href="#">relevant government guidance</a>.</li> </ul>	✓	NCC College Street staff provide RA for on-site Adventure Day	L
<b>Operational issues</b>				
Availability of staff	<ul style="list-style-type: none"> <li>• Trained staff are available to support pupil personal needs e.g.                             <ul style="list-style-type: none"> <li>o intimate care</li> <li>o managing medical needs including medicines</li> </ul> </li> <li>• Sufficient Physical Intervention trained staff are on site (see "other issues" below)</li> </ul>	✓	Named staff trained in Team Teach Intimate carer trained and handles meds (Sufficient trained staff to provide cover in the event of absence)	L
	<ul style="list-style-type: none"> <li>• Contingency plans have been explored in the event that key members of staff are unavailable to work e.g. they are self-isolating.</li> </ul>	✓	Double-up deployment allows for cover if staff are absent without bringing in outside agency staff on an ad hoc basis Friday Remote learning allows for teachers PPA while maintaining minimum two staff per bubble for regular teaching sessions	
Supervision	<ul style="list-style-type: none"> <li>• Supervision ratios are met (for identified individual pupils)</li> </ul>	✓	Yes	L
First Aid	<ul style="list-style-type: none"> <li>• Adequate number of first aiders (FAW / EFAW) are on site.</li> </ul>	✓	Yes and names displayed	
	<ul style="list-style-type: none"> <li>• Adequate number of paediatric first aiders are on site.</li> </ul>	✓	Yes. Use of extensions to certificates One lacking in EYFS class but covered by colleague who works within the same unit Planned date booked to retrain the staff (currently without PFA) member in Easter holiday period 2021	L
Catering	<ul style="list-style-type: none"> <li>• Assurance has been obtained that the school's catering provider complies with the <a href="#">guidance for food businesses on coronavirus</a>.</li> </ul>	✓	NCC catering School Cook works closely with Principal to ensure safe practices throughout School Cook fully informed of school routines	L

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			and briefs her staff	
<b>Site Health and Safety Concerns (General)</b>				
Legionella	<ul style="list-style-type: none"> <li>Rarely used outlets have been identified taking into account current usage of taps.</li> </ul>	✓	N/A building in full use throughout and daily flushing routines maintained	L
Fire Procedures	<ul style="list-style-type: none"> <li>Fire drills are undertaken as normal.</li> </ul>	✓	Yes	L
	<ul style="list-style-type: none"> <li>No changes are required to the fire evacuation procedures apart from the assembly point is organised with 2 metre social distancing between the bubble groups. (Social distancing is not <i>required</i> during the evacuation between anyone and between members of the same bubble group at the assembly point).</li> </ul>	✓	Evacuation practice in Week 2 Teachers to rehearse an exit with their pupils by the end of WB 08/03/21 Fire wardens' names displayed in staff room	
<b>Personal Health and Safety Concerns (General)</b>				
Pupil Behaviour ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>The school behaviour policy has been updated to reflect current rules and routines, setting clear, reasonable and proportionate expectations of pupil behaviour. These have been communicated to staff, pupils and parents/carers. The consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions have been set out clearly at the earliest opportunity. This is particularly the case when considering restrictions on movement within school and new hygiene rules (see also SEND and welfare sections below).</li> </ul>	✓	Yes and shared with parents prior to return on 8/3/21	L
SEND pupils	<ul style="list-style-type: none"> <li>Individual pupil risk assessments are subject to regular reviews noting any behavioural changes with the pupil on site. Staff working with pupils who spit uncontrollably should wash their hands than other staff. Face shields are considered as a possible control measure (contact your Safety Adviser). Pupils who use saliva as a sensory stimulant or who struggle with hand hygiene may also need more opportunities to wash their hands.</li> </ul>	✓	Regular review and communication with parents PPE available	M

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	<ul style="list-style-type: none"> <li>Pupils with SEND (whether with EHC plans or on SEN support) have been identified who need specific help and preparation for the changes to routine. Staff should plan to meet these needs, for example using social stories.</li> </ul>	✓	These pupils have attended lock-down school or accessed remote learning  Equipment is cleaned by support staff Children have own specialist equipment – not shared	
	<ul style="list-style-type: none"> <li>Equipment is identified that is used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment. The ability to withstand cleaning and disinfecting between each use before it is put back into general use is determined. Where cleaning or disinfecting is not possible or practical, resources are:                             <ul style="list-style-type: none"> <li>restricted to one user</li> <li>left unused for a period of 48 hours (72 hours for plastics) between use by different individuals</li> </ul> </li> </ul>	✓	Nothing in addition to add	
	<ul style="list-style-type: none"> <li>Appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</li> </ul>	✓	Support for pupil as Autumn deployment (or if adjusted during LockDown school) Specialist staff can work with the children in school if their employers allow it.	
Staff welfare and staff redeployment	<ul style="list-style-type: none"> <li>Governing boards and school leaders have regard to staff (including the Head Teacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</li> </ul>	✓	Letter to staff to accompany RW to stress importance of control measures. RA reviewed again to set up for SummerTerm, letters to staff to support preparation for new term	
	<ul style="list-style-type: none"> <li>Schools have considered the potential concerns of staff who may be reluctant or anxious about returning to school and the right support is in place to address this. This may include staff who are in health categories, in BAME groups or families that have been personally affected. The school has discussed their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school.</li> </ul>	✓	Individual discussions – Principal with individual staff (case by case according to needs of individual) Staff expected to return 19 <sup>th</sup> April	M
	<ul style="list-style-type: none"> <li>Telephone counselling services are available.</li> </ul>	✓	Health Assured accessible to staff and signposted	

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	<ul style="list-style-type: none"> <li>Appropriate support and contact is provided to staff who are home working, particularly for extended periods of time. <a href="https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips/">https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips/</a></li> <li>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.</li> <li>Managers have discussed and agreed any changes to staff roles with individuals. Planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE's <a href="#">workload reduction toolkit</a>. DfE has also published a range of resources, including <a href="#">case studies to support remote education</a> and help address staff workload, this includes case studies on managing wellbeing. Where staff have been temporarily redeployed to different roles, they have the appropriate skills, expertise and experience to carry out the work.</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>CEV staff in regular communication with their teams, part of whole school briefing and check in calls with Principal</p> <p>Staffing deployment planned to aid staff well-being – familiar pairs (or threes) in the bubble with minimal crossing (SLT. Pastoral, lead MDS, site, move between bubbles only)</p> <p>Staff carry out designated roles unless specific issues (eg health/mobility) arise - case by case discussion with Principal</p> <p>Staff workload considered in all decisions (eg no requirement to lead home learning and face to face teaching at the same time)</p>	
<p>Pupil welfare and mental health support (<a href="#">Reference</a>)</p>	<ul style="list-style-type: none"> <li>Where pupils, parents and households are reluctant or anxious about attending school their concerns are discussed and reassurance provided on the measures you are putting in place to reduce any risks. Pupils may include those who:                             <ul style="list-style-type: none"> <li>have themselves been shielding previously but have been advised they no longer need to shield</li> <li>live in a household where someone is clinically vulnerable (CV) or CEV</li> <li>are concerned about the possible increased risks from coronavirus</li> </ul> </li> <li>Pupils are identified who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-</li> </ul>	<p>✓</p>	<p>FAQs document to parents provides channels of communication if they are concerned DSL in regular contact and draws up individual plans Transition meetings arranged WB 1/3/21 to support return</p>	<p>M</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
	engaging them, putting particular emphasis on: <ul style="list-style-type: none"> <li>○ disadvantaged and vulnerable children</li> <li>○ pupils who were persistently absent prior to the pandemic</li> <li>○ pupils who have not engaged with school regularly during the pandemic</li> </ul> Ref: <a href="#">Wellbeing for Education Return</a> programme			
	<ul style="list-style-type: none"> <li>• The school considers pastoral and extra-curricular activities to:                             <ul style="list-style-type: none"> <li>○ support the rebuilding of friendships and social engagement</li> <li>○ address and equip pupils to respond to issues linked to coronavirus</li> <li>○ support pupils with approaches to improving their physical and mental wellbeing</li> </ul> </li> <li>• Pastoral support is offered to pupils who are:                             <ul style="list-style-type: none"> <li>○ self-isolating</li> <li>○ shielding</li> <li>○ vulnerable</li> </ul> </li> </ul>	✓	Jigsaw lessons weekly Counsellor available and referred by teachers Wellbeing for Red Nose Day Behaviour Therapist working with identified families Intensive Support Team working with school to avoid pupils being permanently excluded  Remote support via Zoom for children who are unable to attend for valid reasons	
	<ul style="list-style-type: none"> <li>• The pandemic may lead to some pupils experiencing bullying, discrimination or harassment, for example due to their ethnicity or nationality, or perceived illness. This is monitored and appropriate proactive and reactive measures taken.</li> </ul>	✓	Monitor Use of warning system Principal's assemblies include: 'Mixed Feelings', 'Who Do I Talk To' and 'Celebrating Difference'. Class circle time to revisit no tolerance of derogatory language	
<b>Other Issues</b>				
Remote Education	<ul style="list-style-type: none"> <li>• Remote education plans are in place for individuals or groups of self-isolating pupils or because they are complying with clinical or public health advice. Pupils have access to remote education as soon as reasonably practicable, which may be the next school day. The remote education provided is equivalent in length to the core teaching pupils would receive in school and includes recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently. As a minimum the following is provided:</li> </ul>	✓	Next Day Provision	L

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	<ul style="list-style-type: none"> <li>○ Key Stage 1: 3 hours a day on average across the cohort, with less for younger children</li> <li>○ Key Stage 2: 4 hours a day</li> <li>● Systems are in place for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern</li> </ul> <p>A named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education is appointed.</p>	✓	Remote Education Lead: Deputy Principal (supported by Assistant Principals)	
Training certificates that have expired during the partial closure.	<ul style="list-style-type: none"> <li>● Expired group and individual training certificates have been identified.</li> </ul> <p>Some training may be available via virtual learning (Teams, Zoom, Meet)</p> <p>Some refresher requalification training may be available via eLearning.</p> <ul style="list-style-type: none"> <li>● FAW or EFAW certificates that expired after 16 March 2020 can remain valid until 31 October 2020 or 6 months from date of expiry, whichever is later. All requalification training for these certificates should be completed by 31 March 2021.</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>● For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.</li> </ul>	✓	Access training remotely if possible	L
Incident Reporting	<ul style="list-style-type: none"> <li>● A case of disease is recorded via the school's incident reporting system and to the HSE (via RIDDOR) where a confirmed diagnosis of COVID-19 is likely to have been caused by an occupational exposure, that is, whether or not there is reasonable evidence that a work-related exposure is the likely cause of the disease.</li> </ul> <p><a href="https://notifications.hse.gov.uk/riddorforms/Disease">https://notifications.hse.gov.uk/riddorforms/Disease</a></p>	✓	Inform Riddor if confirmed case is due to occupational exposure. Cases thus far are unlikely to have been caused by occupational exposure.	M



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	(Contact your Safety Adviser for advice)			
Safeguarding	<ul style="list-style-type: none"> <li>• DSL or a deputy always available during school hours for staff. (Note the potential for school leaders to self-isolate)</li> </ul>	✓	Safeguarding number for out of hours DSL always on site	L
	<ul style="list-style-type: none"> <li>• DSLs (and deputies) are provided with more time to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.</li> </ul>	✓	DB maintains overview and carries out follow up actions, and deploys DSLs to support when necessary/appropriate	
	<ul style="list-style-type: none"> <li>• If a vulnerable pupil is required to self-isolate, the school:                             <ul style="list-style-type: none"> <li>○ notifies their social worker (if they have one)</li> <li>○ agrees with the social worker the best way to maintain contact and offer support</li> <li>○ checks if a vulnerable pupil is able to access remote education support</li> <li>○ supports them to access it (as far as possible)</li> <li>○ regularly checks if they are accessing remote education</li> </ul> </li> </ul>	✓	Communication with DSL and social care	
School Meals	<ul style="list-style-type: none"> <li>• The school continues to provide free school meal support to pupils who are eligible for benefits related free school meals and who are learning at home during term time.</li> </ul>	✓	FSM at home – food parcel delivery FSM on site meals provided Free meals from local charities and food banks promoted through Class DoJo Additional support if any parent requests it or discussions/home visits indicate this would help the children stay healthy and safe	L
Reviews	<ul style="list-style-type: none"> <li>• Regular reviews are undertaken on the effectiveness of the control measures and plans and changes are made accordingly. The school follows any forthcoming instructions from the employer, government advice, and national or local directions from Public Health England.</li> </ul>	✓	Reviews scheduled with Trust operations Manager	L
	<ul style="list-style-type: none"> <li>• Updates are highlighted on the risk assessment and shared with staff.</li> </ul>	✓	Updates highlighted and sent to staff and printed out	

<b>Are there any other foreseeable hazards associated with Covid-19?</b>		Yes <input type="checkbox"/>
		No <input checked="" type="checkbox"/>
<b>Additional Hazards</b>	<b>List any additional control measures required</b>	<b>Residual Risk rating</b> High, medium, low
Children being hurt by cars  Not all families taking note of no-parking signs	<ul style="list-style-type: none"> <li>• Yellow bollards</li> <li>• Senior staff on duty in high-vis jackets</li> <li>• No parking on school site</li> <li>• Zig zags repainted</li> <li>• PCSOs in attendance at start of day</li> <li>• Letter to parents from Principal</li> </ul>	M

<b>Reference Websites:</b>		
<ul style="list-style-type: none"> <li>• <a href="http://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings">www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings</a></li> <li>• <a href="http://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak">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</a></li> </ul>		
<b>ASSESSED BY (Print name)</b> Jane Bromley	<b>SIGNED</b> JB	<b>DATE</b> 02/03/21 06/04/21