

School/Academy:	Rise Park Primary and Nursery School	Date of assessment	20.05.2021	
Who might be harmed?	Pupils, staff, visitors and contractors	How many are affected?	Whole School	
Lockdown Easing Status:	Step 3 (From 17th May 2021)			
Reference Document:	DfE: Schools coronavirus (COVID-19) operational guidance (May 2021)			
Date	Summary of school position (include numbers of staff working from home / shielding, bubble sizes)			
01.03.21	Children in school in individual year group bubbles taught by their teams. However, staff may be moved under the guidance of the 48-hour system to another bubble if there is insufficient staffing available in a specific year group.			
19.04.21	After school clubs beginning w/c 26.04.21			
19.04.21	Educational day visit (Swimming) to begin with risk assessment in place.			
Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
Communication				
Staff	• This completed risk assessment is shared with staff. Signatures are obtained.	✓	Shared with staff 03.03.21	L
	• Staff are encouraged to give regular feedback on the effectiveness of these control measures and plans, share suggestions and identify additional touch points.	✓	Regular updates and changes to the risk assessment have been made since school reopened. Staff encouraged at each stage to share their views and ideas.	
Parents/carers, pupils and visitors	• The relevant (updated) 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.	✓	Letter sent out on 03/03/21 to inform parents this risk assessment is on the website. Risk assessment and protocol form shared with visitors on arrival. Teachers remind children on a regular basis regarding close contact where possible Signage installed around school.	L
Employer	• The completed risk assessment (v.5) is shared with the Governing	✓	Shared with Governing Body 01.03.21.	L

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	Body and employer.		Shared with staff on 03.03.21	
Trade Unions	<ul style="list-style-type: none"> The completed (v.5) risk assessment is shared with the recognised Trade Unions following sharing with the school's Governing Body. (Do not include names where any personal details are recorded). 	✓	Shared on 04.03.21	L
Contracting / transmitting Covid-19				
Preventing symptomatic persons attending school	<ul style="list-style-type: none"> Pupils, parents / carers and any visitors, such as suppliers, are informed not to enter the school if they are displaying any symptoms of coronavirus: <ul style="list-style-type: none"> a new, continuous cough or a high temperature or has a loss of, or change in, their normal sense of taste or smell (anosmia) <p>PHE Campaign posters are available here (link corrected).</p>	✓	PHE Campaign posters displayed around school and shared via the newsletter and on the school website. Asymptomatic testing information shared on website 22.02.2021	L
	<ul style="list-style-type: none"> The school informs parents that if their child has symptoms, they must arrange for a PCR test. In the event that they receive an LFD negative test result this does not allow them to return to school early. 	✓	Letter sent to parents/ carers 17/03/2021.	
	<ul style="list-style-type: none"> For noting: In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus. 	✓	Consultation will take place with the HT before a decision is made.	
Individuals not accessing the vaccination programme	<ul style="list-style-type: none"> Staff, their households and parents are encouraged to access the vaccination programme when it is available for their priority group. Posters are available here: https://coronavirusresources.phe.gov.uk/covid-19-vaccine/resources/ 	✓	Poster shared on website 26.02.21	L

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Preventing persons who are at a higher risk of carrying the virus attending school Reference	<ul style="list-style-type: none"> • Staff are made aware of the current quarantine restrictions in their holiday arrangements if they visit countries outside the Common Travel Area (i.e. UK, the Crown Dependencies (Bailiwick of Jersey, Bailiwick of Guernsey and the Isle of Man) and Ireland), noting that quarantine may affect their ability to be available to return to the workplace. 	✓	Staff informed on 01.03.21 during staff briefing.	L
	<ul style="list-style-type: none"> • Parents and carers are made aware of the current quarantine restrictions if they return from countries outside the Common Travel Area (i.e. UK, the Crown Dependencies (Bailiwick of Jersey, Bailiwick of Guernsey and the Isle of Man) and Ireland), noting that quarantine may affect their ability to comply with statutory attendance. 	✓	Shared via website on 26.02.21	
	<ul style="list-style-type: none"> • References: <ul style="list-style-type: none"> ○ https://www.gov.uk/guidance/red-amber-and-green-list-rules-for-entering-england ○ https://www.gov.uk/uk-border-control/self-isolating-when-you-arrive 	✓	Letter sent on 20/05/2021	
	<ul style="list-style-type: none"> • Records are kept of such visits. 	✓	To be recorded on COVID Tracker.	
Reducing the number of persons on site	<ul style="list-style-type: none"> • The school considers whether it is feasible and appropriate for some roles, such as administrative roles to work from home, either full time or on a part time basis. The school considers whether it is feasible for teaching staff, particularly those in health groups whether they could virtually teach from home, either full or part time, using IT. (See “Persons at higher risk of becoming seriously ill” section) 	✓	Office divided into two with business manager in a designated room. Screens installed in the office between Office Manager and Admin Assistant. Spanish Specialist to teach remotely on Zoom to avoid indoor mixing of bubbles.	L
	<ul style="list-style-type: none"> • Contractors undertaking statutory testing and emergency and routine repairs are permitted on site. They are advised to arrange visits outside of the school day where possible and avoid arriving and leaving site during pupil pick up and drop off times. The number and duration of face to face contacts with adults is limited as far as possible (e.g. less than 15 minutes in one day). 2 	✓	Prior visits risk assessed and agreed in advance. Contractors only come before or after school if it is necessary. Visitor protocol emailed out beforehand and completed.	

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	<p>metre social distancing protocols are followed.</p> <ul style="list-style-type: none"> Supply teachers, peripatetic teachers and/or other temporary staff can move between schools, but are kept to the minimum. 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 dependant on a risk assessment. 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 The School's coronavirus safety principles are communicated to essential visitors such as contractors, other non-school based services, external coaches, clubs and organisations for curricular and extra-curricular activities prior to any proposed visit. A dialogue is undertaken where necessary between the school and visitors regarding the schedule of the visit including the rooms to be visited and any points of discussion around social distancing and hygiene. Parents/carers are informed that if their child needs to be accompanied to the school, only one parent/carer should attend if possible. 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 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Music Hub to begin work with Year 4 pupils with division between classroom and hall.</p> <p>Risk assessments provided by all visitors to site and to the schools Covid visitor protocol form completed by all essential visitors.</p> <p>Risk assessment adhered to. Covid test completed by the University of Nottingham on a weekly basis.</p> <p>Coronavirus safety checklist to be communicated to all visitors. Confirmation of reading the checklist will be actioned on the electronic inventory. If visitors visit on consecutive days, they will need to sign the checklist every day.</p> <p>A record will be kept of all checklists for 21 days then destroyed.</p> <p>This will be mentioned on the newsletter regularly and includes children of secondary school age. To limit the number of parents on site only 1 family member should accompany their child to school.</p> <p>Reminders on newsletters sent out via text link.</p>	

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	<p>2-metre social distancing rule applies to these meetings and kept as short as possible (e.g. less than 15 minutes).</p> <ul style="list-style-type: none"> • Non-essential visitors are asked remain away from site. In determining whether the visitor is essential consider whether the meeting can be undertaken remotely, whether there are any other health and safety, financial or other significant implications of not undertaking the visit. • 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. 	<p>✓</p> <p>✓</p>	<p>Decision made by head teacher and business manager.</p> <p>All meetings are held virtually for the foreseeable future until notified otherwise.</p>	
Performances and end of year gatherings	<ul style="list-style-type: none"> • Alternatives to live audience performances, such as live streaming and recording performances, subject to the usual safeguarding considerations are considered. Outdoor performances and gatherings are prioritised over indoor. • The school follows legal and recommendations on the number of attendees at these events: <ul style="list-style-type: none"> ○ Step 3 (from 17 May) legal limits: Indoors: a group of 6 people or 2 households Outdoors: a group of no more than 30 people (unless an exemption exists). ○ Step 4 (no earlier than 21 June): The school considers limiting both the number of events and gatherings and the number of attendees (whilst still complying with social distancing requirements) at these. • The school will complete a risk assessment for any performance, taking into account the latest advice in the working safely during COVID-19 in the performing arts guidance, which provides details of how to manage audiences as well as carry out performing arts safely. If planning an outdoor performance, the school also gives particular consideration to the guidance on delivering outdoor 	<p>✓</p> <p>✓</p> <p>✓</p>		

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	events.			
Arrangements for transition days	<ul style="list-style-type: none"> • “COVID-safe” arrangements that follow the usual visitor covid protocols are in place for parents and new reception pupils to visit the classroom on their transition day. e.g. <ul style="list-style-type: none"> ○ Preventing symptomatic or self-isolating visitors attending ○ Hygiene considerations (hand hygiene, touch points, cleaning) ○ Limiting the numbers on site at any given time ○ Social distancing, where possible ○ Limiting the time in school and especially where there is unavoidable close contact. 	✓		
	<ul style="list-style-type: none"> • Hygiene, cleaning and ventilation measures are considered for any classroom moves undertaken as part of the in-school transition day. 	✓	Hygiene measures and ventilation in place regarding whole school transition.	
	<ul style="list-style-type: none"> • Arrangements have been made with secondary schools for them to share any reports of positive covid cases that were close contacts (including pupils from other primary schools) of any of your year sixes undertaking their transition day. 	✓		
Staff social meetings / events	<ul style="list-style-type: none"> • Staff are reminded that once social contact restrictions are relaxed, meetings between staff from different bubbles out of school, especially indoors, has the potential to increase the risk of virus transmission and may result in close contacts requiring to self-isolate. 	✓	Reminder to staff on 19.05.21	
Persons at higher risk of becoming seriously ill	<ul style="list-style-type: none"> • Clinically Extremely Vulnerable individuals are no longer advised to shield but must continue to follow the rules in place for everyone under the current national restrictions. Staff in schools who are CEV must to continue to work from home where possible (full-time or if not part-time). This needs to be considered in terms of their role in school and the operational requirements of a fully opened school. If they cannot work from home, they should attend their school following the completion of an individual risk assessment. See also staff welfare. 	✓	No-one in school who is classed as CEV.at present.	L

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	<ul style="list-style-type: none"> • Clinically Extremely Vulnerable pupils should attend their school unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician not to attend. See also pupil welfare. 	✓	None	
	<ul style="list-style-type: none"> • The following measures are in place for pregnant members of staff and recorded on the pregnancy Covid risk assessment: <ul style="list-style-type: none"> ○ Up to 28 weeks: Avoid face to face contact, observe social distancing recommendations where possible. ○ Over 28 weeks: Consider further precautions. 	✓	None	
	<ul style="list-style-type: none"> • Staff in the BAME categories have been individually reminded to observe good prevention practice in the workplace and home settings. For noting: There is clear evidence that certain BAME groups have higher rates of infection, and higher rates of serious disease, morbidity and mortality. There is no strong evidence that ethnicity by itself (or genetics) is the sole explanation for observed differences in rates of severe illness and deaths. What is clear is that certain health conditions are associated with increased risk of serious disease, and these health conditions are often overrepresented in certain BAME groups. It is also clear that societal factors, such as occupation, household size, deprivation, and access to healthcare can increase susceptibility to COVID-19 and worsen outcomes following infection. 	✓	Individual risk assessments have been undertaken and discussed with staff.	
	<ul style="list-style-type: none"> • Clinically vulnerable staff continue to attend school where it is not possible to work from home. They are individually reminded to observe social distancing where possible, face to face contact is avoided and the aide memoire is used. 	✓		
	<ul style="list-style-type: none"> • Staff who live with those who are clinically vulnerable or clinically extremely vulnerable are individually reminded to observe good prevention practice in the workplace and home settings. 	✓	Risk assessments updated in January 2021 and shared with relevant staff members.	

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School Visits	<ul style="list-style-type: none"> Day visits: Any educational day visits are conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination. The School undertakes full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely and the School follows any additional advice and guidance from their educational visits advisor. 	✓	Swimming to commence in Year 3 in Summer Term 1. Children and staff to remain in bubbles at all times and a thorough risk assessment devised by college street and class teachers in place. Swimming to begin w/c 26/04/21 Letter sent to parents regarding Swimming on 22 nd March 2021. Individual risk assessment completed.	L
	<ul style="list-style-type: none"> Domestic residential educational visits: The school may choose to resume domestic residential educational visits from 17th May (Step 3). Schools considering booking a new visit ensure that any new bookings have adequate financial protection in place: many providers are now offering no cost deferral to a later date or a full cash refund of all monies paid against a new booking should a deferral not be acceptable. The school meets conditions within Annex C of the DfE guidance and follows any additional advice and guidance from their educational visits advisor when planning and undertaking a residential educational visit. 	✓	Swimming to begin for group of Year 6 children w/c 7 th June. N/A	
	<ul style="list-style-type: none"> International visits The school does not organise any international visits this academic year up to and including 5 September 2021. (The position beyond 5 September will be reviewed again by the DfE in advance of Step 4). 	✓	N/A	
Undertaking CPR / and First Aid	<ul style="list-style-type: none"> The following information has been shared with school first aiders: Resuscitation Council UK Statement on COVID-19 in relation to CPR and resuscitation in first aid and community settings www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid- 	✓	Emailed to all staff 14.01.2021	L

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	<p>certificate-coronavirus.htm</p> <p>“It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands”</p>			
Persons becoming symptomatic whilst in school	<ul style="list-style-type: none"> • If anyone in the school becomes unwell with: <ul style="list-style-type: none"> ○ a new, continuous cough ○ or a high temperature ○ or has a loss of, or change in, their normal sense of taste or smell (anosmia) • they must: <ul style="list-style-type: none"> ○ be sent home and advised to follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’, which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus. Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms. <p>The self-isolation may end with a negative PCR test (but not a negative LTD test)</p> <hr/> <ul style="list-style-type: none"> • PPE is available in the event that someone becomes symptomatic on site and if a distance of 2 metres cannot be maintained: <ul style="list-style-type: none"> ○ a face mask ○ disposable gloves and an apron if contact is necessary ○ eye protection if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting. <hr/> <ul style="list-style-type: none"> • If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>Locations where pupils could be isolated:</p> <p>Locations where pupils could be isolated: KS1 Annex will be the isolation bay. Select staff in charge of keeping the room replenished with appropriate PPE equipment. Disabled toilet in KS1 hall will be the designated toilet. Pupils to leave via the KS1 Hall door.</p> <p>PPE available in the isolation bay. PPE guidance displayed in isolation bay.</p> <p>Site team to clean the affected area and the toilet immediately afterwards.</p>	<p>L</p>

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	<p>contact with someone who is unwell.</p> <p>Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p> <ul style="list-style-type: none"> Records of persons with symptoms consistent with coronavirus are kept (ref: tracker). 	✓	Pupil records kept by Office Manager. Staff records kept by Business Manager.	
Test and Trace	<ul style="list-style-type: none"> The latest NHS/PHE test and trace information has been shared with staff and parents. In particular, parents are encouraged to get tests for their children if they develop symptoms. The school understands the purpose of the school's own PCR home test kits, has decided who makes the decision to offer the kit when they have a stock and by what criteria. The school provides these PCR test kits to symptomatic individuals only who are struggling to access a test. 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) The school provides parents and carers of children advised to self-isolate with the PHE template letter, detailing the child's name and the dates of their isolation period. The parent or guardian will need to use this letter as supporting evidence as part of their application to their local authority for a payment from the Test and Trace Support Payment scheme. Staff and parent telephone numbers are checked for accuracy. Contact details, are kept of all other visitors to the school, including where possible, personal phone numbers. 	✓ ✓ ✓ ✓ ✓	<p>Last track and trace guidance informed to parents via newsletter in December 2020 and all guidance is on the school website, regularly updated. Latest guidance sent to staff on the 16.1.21</p> <p>Clear criteria of a home test kit , people who cannot access a test who develop symptoms in school and who the school feel would have difficulty in accessing a test.</p> <p>PHE to be called immediately. NST called afterwards.</p> <p>New OV4 form completed in September 2020. Staff to check their phones numbers with the office.</p> <p>Coronavirus safety checklist to include asking for personal mobile numbers.</p>	L

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	<ul style="list-style-type: none"> • Ongoing records are kept of: <ul style="list-style-type: none"> ○ The names of pupils in the bubbles and members of staff who have accessed them. ○ Any close contact that takes places between children and staff in different bubbles. These details may be required at short notice outside the regular school day to enable the school to inform individuals to immediately self-isolate. • Where staff have downloaded the NHS Covid app: <ul style="list-style-type: none"> ○ If staff keep their mobile phones on their person during the working day then the app can be left on. ○ If staff's mobile phones are not kept on their person during the working day e.g. in a drawer or locker, they are asked to keep their mobile phones switched off or the app turned off (i.e. contact tracing paused) Note that the Bluetooth capabilities of the contact tracing app can go through walls (consider classrooms where the teaching areas are back to back). • For noting: In the event that a pupil or member of staff reports symptoms, the rest of the bubble can continue to attend school awaiting the result of the test (apart from any siblings who are in, or not in, the same bubble who must also self-isolate with the rest of their household). 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>Staff list and PPA timetables kept in the office for reference. No contact between children and staff in different bubbles.</p> <p>Shared on 01.03.21 at staff briefing.</p>	
Lateral Flow Testing (LFT)	<ul style="list-style-type: none"> • School staff have been appointed a "COVID-19 Coordinator" who will be responsible for: <ul style="list-style-type: none"> ○ communicating with stakeholders ○ ensuring staff are using the right instructions and that they sign for the test kits using the 'test kit log' ○ reporting incidents and carry out risk management ○ storing and reporting any required data ○ reordering tests when required 	<p>✓</p>	<p>COVID-19 Coordinator appointed – KR.</p>	<p>L</p>

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	They have read and understood the resources from the Primary portal.			
	<ul style="list-style-type: none"> The school has provided information to staff about the purpose and the process of the lateral flow testing including the recording of results. They are encouraged to take part. (See step 5 and model letter from the Govt. resources.) 	✓	Staff meeting held on 26 th January regarding information for Lateral Flow Testing.	
	<ul style="list-style-type: none"> Persons are identified who wish to take part. This will include directly employed staff and non-directly employed peripatetic, catering and cleaning colleagues. Participants may join or leave the arrangement at any time. <p>The two test days have been decided (3-4 days apart). (It is recommended that one of these test days is Monday.)</p>	✓	<p>Test days: Monday and Thursday evenings</p> <p>Staff and Non-directly employed staff i.e. Kitchen and Catering have been provided with information and access to the tests.</p>	
	<ul style="list-style-type: none"> Staff are reminded that: <ul style="list-style-type: none"> A negative LFT does not eliminate the possibility of an infection. In particular it will not detect individuals who are recovering from having had the virus. A negative LFT does not allow the individual to pause compliance with covid rules within school, and social distancing and good hand hygiene outside the workplace. The testing programme does not replace current (PCR) testing policy for those with symptoms. 	✓	Shared on 01.03.21 at staff briefing.	
	<ul style="list-style-type: none"> Appropriate action is taken in the event of: <ul style="list-style-type: none"> A negative test result A positive test result Two void test results 	✓	<p>In the event of a negative test result staff are to come to school.</p> <p>In the event of a positive LFT the bubble is to close immediately until results of PCR test is received. If PCR test is negative then Isolation period ends and staff and children are to return to school.</p> <p>Please see Lateral Flowchart (Appendix 1).</p> <p>Letter sent to parents 28.01.21 which indicates</p>	

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	<ul style="list-style-type: none"> Necessary records of testing are kept. 	✓	all of the above. Records are recorded in a restricted folder on the school server. Privacy notice shared with staff 26.01.21	
Hygiene – General	<ul style="list-style-type: none"> Correct handwashing and good hygiene are followed by staff, pupils, visitors and contractors. Pupils wash their hands at the designated times during the day and after certain activities: <ul style="list-style-type: none"> On arrival at school After breaks and sport activities When they change rooms Early Years: after using wheeled bikes, trikes and other large, movable toys Before cooking and eating After sneezing or coughing After using the toilet Before leaving home Note: Electric hand dryers may be used in schools 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. 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. 	✓	Shared on 01.03.21 at staff briefing. Site staff responsible for maintaining supplies of soap and hand sanitiser. Teachers in classrooms use sinks outside classroom and outside the toilets as points for the children to regularly wash their hands. Staff to regularly use soap and water and refill able hand sanitiser bottles have been provided. Hand sanitiser by the sign-in system for visitors to use. All staff to use hand sanitiser after singing in and out.	L
	<ul style="list-style-type: none"> A process is in place for removing face coverings when pupils and staff who use them arrive at school. Pupils are instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. 	✓	Shared with staff. Staff to ensure that any child that arrived wearing a face mask washes their hands first, then removes the mask and then washes their hands again. Temporary face covers can be disposed of in the pedal bins.	
	<ul style="list-style-type: none"> For noting: School uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. 	✓	Letter sent to parents 24.02.21.	

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	<ul style="list-style-type: none"> • Posters are displayed in every classroom to be used, at the main entrance or front office, in places visible to those at the school gate 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. 	✓	Posters replaced/updated as and when necessary.	
	<ul style="list-style-type: none"> • Adequate soap / hand sanitizer and tissues are available for pupils and staff throughout the school and for visitors arriving at main reception. Soap and water is the preferred choice; hand sanitizer is used when the use of soap and water is not practical. 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. 	✓	Staff to inform Inclusion Lead if there are any children with complex needs regarding hand washing. Staff and visitors to be reminded to sanitise on arrival in the reception area and upon leaving school.	
	<ul style="list-style-type: none"> • Arrangements for dealing with bodily fluids are in place. The risk assessment has been completed and appropriate disposal procedures are in place. 	✓	All bodily fluids double bagged and disposed of in the yellow bin in the car park. Risk assessment kept in the office.	
	<ul style="list-style-type: none"> • The best choice of bins for used tissues is a lidded bin with a pedal as you will not need to physically touch the bin lid and the tissues will be safely stored. Lidded swing top type bins will require the person disposing of the tissue to touch the lid, potentially contaminating it. Although that person disposing the tissue should wash their hands afterwards, the next person to use the bin who is disposing general waste may not wash their hands afterwards and potentially contaminate their hands. Therefore if these are used then they should be only for the disposal of tissues and labelled as such perhaps with a reminder to wash their hands afterwards. Bins without lids shouldn't be used for tissues but can be used for general waste and/or paper towels used to dry hands after washing them. 	✓	Pedal bins for all classrooms.	

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>Site staff / cleaners wash their hands after emptying the bins.</p> <ul style="list-style-type: none"> Sufficient ongoing enhanced cleaning in areas occupied by staff and pupils. Any unoccupied areas due to fewer pupils being in school can be cleaned less regularly and secured and/or signed to restrict access. <p>A list of touch points and surfaces that will receive regular cleaning has been created. These will include door handles, WC flush handles, WC vanity surfaces, taps, push plates, dining tables, door and gate entry systems, photocopier control panels, banisters, chairs, light switches.</p> <p>Frequently touched surfaces and touch points are cleaned using sanitizing chemicals.</p> <p>The frequency of necessary cleaning has been identified. More frequent cleaning is required of rooms / shared areas that are used by different groups.</p> <ul style="list-style-type: none"> Wherever possible contactless payments are accepted on site rather than cash. In the event that this isn't possible, office staff should wash or sanitise their hands immediately after handling any coins. 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>Checklist with points to be cleaned regularly signed by Office Manager and checked on a weekly basis and copies kept in the office. Children stay in their specific year group areas.</p> <p>Communicated to parents and carers.</p>	
Hygiene – Classroom group bubble	<ul style="list-style-type: none"> Soft furnishings, soft toys and toys that are hard or impossible to clean (such as play dough or those with intricate parts) have been removed from use in rooms which more than one bubble group uses. Unnecessary items are removed from classrooms and other learning environments where there is space to store it elsewhere as this reduces the amount of cleaning required. Teaching staff may wish to clean articles or areas within the classroom during the school day e.g. books after being touched by pupils, touch points within their class, e.g. in the event a pupil has dropped a used tissue on a table: It is safest that teaching staff use sanitising wipes for this purpose. If other cleaning chemicals are used then additional COSHH risk 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>Have been removed from classrooms.</p> <p>Boxes of books and plastic boxes with lids are the only items to be left out.</p> <p>Sanitising wipes provided for all classrooms. Spray bottles have also been provided for the classrooms.</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
	<p>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>			
	<ul style="list-style-type: none"> Teachers wash or sanitise their hands before and after handling pupils' books. 	✓	Individual hand sanitiser bottles given to staff.	
	<ul style="list-style-type: none"> Activities are avoided which involve passing items around a class where it does not contribute to pupil education and development. The sharing of books, other resources and equipment is avoided where possible. Staff and pupils have their own pencils and pens, which are not shared. Consider labelling items with pupils' names. 	✓	Children to have their own stationery kept in their trays if needed (Pencil, pen, ruler, rubber, pritt stick, scissors, crayons and felt tips). Letter sent to parents suggesting that pupils may bring in their own crayons and felt tips to keep in school if they wish.	
	<ul style="list-style-type: none"> Shared materials such as books and games and surfaces are cleaned and sanitised more frequently. Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities are washed before and after use. 	✓	Zip lock laundry bags used to EYFS to clean plastic equipment. Staff responsible for cleaning materials used in the classrooms.	
	<ul style="list-style-type: none"> Resources that are shared between bubbles, such as sports, art and science equipment are cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. 	✓	Children have their own sports and art equipment in each year group bubble. On the very small occasion equipment needs to be shared it will be left for the recommended period of time.	
	<ul style="list-style-type: none"> Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. 	✓	Water bottles are encouraged and kept on the desks. Children are responsible for the filling and cleaning of the bottles. Children are allowed to come into school in their own PE kit on PE day. No mobile phones are allowed. Reading books are changed for children in school and left 72 hours.	
	<ul style="list-style-type: none"> The amount of shared resources that are taken home are limited. 	✓	Only reading books to be sent home and put back into a box in the classroom. Books to be put back on shelves 3 days after. Book changing timetable: Monday: Y1, Y3 and Y6. F2 to have their own	

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"> Ensure that reusable drinking cups are not shared between pupils. Consider replacing reusable drinking cups with disposable cups. Children and staff are encouraged to flush toilets with the lid down to avoid the possibility of an aerosol. 	<p>✓</p> <p>✓</p>	<p>selection of books in their classrooms. Wednesday: Y4 Thursday: Y2 Friday: Y5</p> <p>Children on lower reading book bands found in KS1 in KS2 to have a selection of banded books for children to choose from. TA to change selection regularly.</p> <p>Disposable drinking cups kept on teacher's desk.</p> <p>Toilets have all had lids fixed.</p>	
<p>PPE (Reference)</p>	<ul style="list-style-type: none"> Adequate necessary Personal Protective Equipment (PPE) is available for cleaning tasks, personal care, first aid and certain medical procedures. Training and instruction have been provided for the putting on, removing and disposal of PPE. Risk assessments in place for medical procedures have been reviewed in light of the pandemic (contact the medical professional who created or assisted with the creation of the risk assessment) and in particular noting whether any additional PPE is necessary. Aerosol generating procedures (AGPs): Within education settings these are only undertaken for a very small number of children with complex medical needs, such as those receiving tracheostomy care. Staff performing AGPs in these settings follow Public Health England's personal protective 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Instruction provided to all staff on previous risk assessment. PPE putting on and removal guidance will be displayed in the isolation bay.</p> <p>No children currently in school with complex medical needs.</p> <p>Epileptic children updated care plan and updated risk assessments for ASD children updated on 15.1.21. Inclusion lead sought advice from ASD team on 14.1.21.</p> <p>N/A</p>	<p>L</p>

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	contingency supply available to meet such needs.			
	<ul style="list-style-type: none"> Instructions are displayed / provided for wearers of face coverings of the correct way– available as a list here and an infographic here 	✓	Signage in the KS1 annex displayed and in the office.	
Reducing number of touchpoints	<ul style="list-style-type: none"> Touchpoints are reduced by propping open non-fire doors. Fire doors can only be held open throughout the school day with dedicated automatic closing devices. 	✓	Auto-release fire doors for the office, photocopier room and staffroom off KS2 Hall. The office and photocopier room auto- release fire doors were installed on 21.07.20	L
	<ul style="list-style-type: none"> Only use touch screen signing in systems if it can be ensured that only the bar code reader is used or hands are sanitised straight afterward after touching and the screens are cleaned on a regular basis at appropriate times. 	✓	Hand sanitiser next to the signing-on screen. Touch screen is on the cleaning checklist.	
	<ul style="list-style-type: none"> Consider whether drinking fountains need to be taken out of action. 	N/A	None on site	
Site to site visits	<ul style="list-style-type: none"> Staff who travel from school to another site during work hours for work purposes (i.e. not the commute) on public transport have been provided surgical face masks or the following information: https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering 	✓	Disposable masks kept in the office for staff to collect. Link shared on website 01.03.21.	L
Contracting / transmitting Covid-19 – including the “Bubble” Model				
Parents and pupils travelling to school	<ul style="list-style-type: none"> Parents/carers and pupils are encouraged to walk or cycle to the school where possible. 	✓	N/A	L
	<ul style="list-style-type: none"> The school has considered how pupils arrive at school, and how to reduce any unnecessary travel on coaches, buses or public transport where possible. Consider undertaking a parental survey on their typical mode of travel. Consider staggered start times to enable more public transport journeys to take place outside of peak hours. 	✓	No designated school bus used. End timings spread out over 20-30 minutes to enable journeys to be spread out. Now 20 minutes as of 05.10.20.	
	<ul style="list-style-type: none"> Families using public transport are referred to the safer travel guidance for passengers: https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers 	✓	Added to COVID page of website 26.02.21	

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Organising the school day	<ul style="list-style-type: none"> Drop-off and collection times are staggered but these should not reduce the amount of overall teaching time. Specific arrangements are determined where parents/carers have children in different year groups. 	✓	8:30-8:45 Nursery start 11:30-11:45 Pick up in Nursery 3:00-3:20pm Pick up Nursery full timers 8:40-9:00 F2-Y6 start. 3:00-3:20pm pick up times for F2-Year 6	L
	<ul style="list-style-type: none"> Parents/carers' drop-off and pick-up protocols that minimise adult to adult contact are in place. Parents/carers are instructed not to congregate in groups on, or directly outside the school premises. 	✓	Drop off straight to the classroom door – no lining up on the playgrounds. Siblings can be dropped off at the same time. Children that are late being picked up to be kept in classrooms. Parent/carer to pick their child up via the office.	
	<ul style="list-style-type: none"> Break times including lunch are staggered so that all pupils are not moving around the school at the same time. 	✓	Morning break: 10:15am for Y1, 3 and 5. 10:30am for Y2, 4 and 6. Pm Break: 1:45pm for Y1, 3 and 5 2:00pm for Y 2, 4 and 6. Lunch: 11:45am – F2 to the hall for dinners. 12:00pm: Y1, 3 and 5 to eat packed lunches/dinners in KS1/KS2 hall. 12:25pm: Y2, 4 and 6 to eat packed lunches/dinners in the KS1/KS2 hall. (Y2 at 12:30pm) Tables to be cleaned in-between by midday supervisors.	
Foyer / Reception	<ul style="list-style-type: none"> Consider marking the ground directly outside the front entrance with tape or temporary paint at 2 metre intervals and display instructional signage. 		Already in place from previous risk assessment.	L
	<ul style="list-style-type: none"> Consider marking the floor of the foyer with tape at 2 metre intervals, and in doing so identify how many individuals (or pairs of individuals from the same household) can safely be present in the foyer at any one time. Instructional signage is displayed. 	✓	One person/family in the foyer at a time at the allocated tape on the floor.	

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	<p>Office staff to only allow this identified number into the foyer in at any one time – the front entrance door will need to be on the door entry control system if installed.</p> <ul style="list-style-type: none"> Existing reception screens are kept in the closed position wherever possible. Floor markings are installed if screens are not in place and there is no other barrier preventing the visitor approaching 2 metres from the receptionist. (Note that 1 metre distance is acceptable where screens are fitted) 		<p>Perspex screens installed for office staff on 14.1.21</p> <p>Reception screens kept in a closed position and 1 metre distance is observed. If screens are open, 2 metre distancing to be observed</p>	
Office (Reference)	<ul style="list-style-type: none"> Consider splitting administration staff with staff working from home on alternate days. For larger teams fixing these splits (cohorting), so that where contact is unavoidable, this happens between the same individuals. The office layout has been examined such that workstations that are usable at the same time (i.e. 2 metres apart) have been identified. If the proposed workstations are closer than 2 metres (but at least 1 metre) and the office activity needs to continue in this manner, all the following actions must be undertaken where possible to reduce the risk: <ul style="list-style-type: none"> Further increasing the frequency of hand washing and surface cleaning. Keeping the activity time involved as short as possible. Using screens or barriers to separate people from each other. Using back-to-back or side-to-side working (rather than face-to-face). Hot desks are avoided where possible. Where not possible, workstations are cleaned in between use. 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>Alternative space of the meeting room to be used as an office space. Nurture room to be used by FSW when in school.</p> <p>Markings on the floor indicate where staff should stand if they wish to speak to the office. Communication with office staff will be through email unless it is absolutely necessary to speak face-to-face. Side-to-side working will be used with 2 metre distancing in place. To ensure the Office Manager is working 2 metres from the reception workstation. Perspex screens in place 14.1.21 Communal filing system behind the office door to put letters and notes in to avoid longer contact in the office.</p> <p>Designated desks given to office staff.</p>	L
Meeting rooms	<ul style="list-style-type: none"> Remote working tools (Teams, Zoom, Meet) are used to avoid in-person meetings where possible. 	✓	Staff meetings held virtually.	L

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	<ul style="list-style-type: none"> Only absolutely necessary participants physically attend meetings and they maintain social distancing guidelines (2m, or 1m with risk mitigation where 2m is not viable). 	✓	Each meeting will be assessed for the risk and decision made.	
	<ul style="list-style-type: none"> Pens, documents and other objects are not shared. 	✓	Staff to have their own stationery which is normal practice.	
	<ul style="list-style-type: none"> Hand sanitiser is provided in meeting rooms. 	✓	No Meetings to be held in school unless necessary and hand sanitiser and well-ventilated room used.	
	<ul style="list-style-type: none"> Meetings are held outdoors or in well-ventilated rooms whenever possible. 	✓		
	<ul style="list-style-type: none"> For areas where regular meetings take place, floor signage is used to help people maintain social distancing. 	✓	N/A	
Staff room	<ul style="list-style-type: none"> Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. Staff can continue to use the staff room if they apply social distancing measures: <ul style="list-style-type: none"> Identify seating that can be used 2 metres apart. Back to back seating is preferred. Tape off other seating. Stagger staff breaktimes Instruct staff not to congregate at the kitchen area. 	✓	Staff to take lunch breaks when the children are eating. 12:00pm – Y1, 3 and 5 12:25pm – Y2, 4 and 6. 11:45am – F1 lunch 12:15pm – F2 lunch Staff to have lunch in different rooms as per RA. Staff must adhere to these timings. Risk assessment updated on the 4.1.21 which said individual year groups are to adhere to the times specified sitting in specific rooms.	L
	<ul style="list-style-type: none"> Notices promoting hand hygiene and social distancing are visibly placed in the staff room. 	✓		
Corridors	<ul style="list-style-type: none"> Movement around the school site is kept to a minimum. Busy corridors, entrances and exits are avoided. Staggered break times and lunch times are considered as necessary. 	✓	Movement around the inside of school will just be for lunch time provision.	L
	<ul style="list-style-type: none"> Consider one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting 	✓	One-way system in KS2 and the KS2 hall completed at all times.	

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	where spaces are accessed by corridors.			
Classrooms	<ul style="list-style-type: none"> • Small adaptations are made to the classroom to support distancing where possible. This include: <ul style="list-style-type: none"> ○ seating pupils side by side and facing forwards, rather than face to face or side on. ○ moving unnecessary furniture out of classrooms to make more space if necessary. • 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. • Ideally, adults maintain a 2-metre distance from each other, and from children. This is more important where staff need to move between groups. This will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support are provided as normal. This is not likely to be possible with younger children however teachers can still work across groups if that is needed to enable a full educational offer. Social distancing should be encouraged between pupils wherever possible if this doesn't adversely affect learning. • All teachers and other staff can operate across different classes in order to facilitate the delivery of the school timetable, however where they do so, social distancing becomes more important. 	<p>✓</p> <p></p> <p>✓</p> <p>✓</p>	<p>Sides to be kept clear apart from books and key equipment that is kept in plastic boxes with lids on. Pupils from Y1-6 sat in rows.</p> <p>Children are in class year group bubbles with year group staff.</p> <p>Staff to maintain social distancing when teaching. 2 metre distances measured and the first pupil table is 2 metres from the teaching area. This is marked on the floor of the classroom.</p> <p>No teachers or staff operate across different classes unless the 48 hour rule is adhered to.</p>	L

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	<ul style="list-style-type: none"> • The bubble groups (pupils) do not mix with other bubble groups throughout the school day where possible. Wider groups are allowed for specialist teaching where necessary. • Classrooms are accessed directly from outside where possible. • Pupils occupy the same classroom throughout the school day where possible. Where unavoidably different groups of pupils use the same classroom at different times, the area is cleaned adequately in between their occupancy. • Pupils who routinely attend more than one setting on a part time basis have been identified and additional measures put in place as necessary. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Bubbles are not permitted to mix throughout the school day.</p> <p>No changing of classrooms happening.</p> <p>N/A</p>	
Lunchtime arrangements	<ul style="list-style-type: none"> • A range of measures are considered and implemented to reduce the risk of transmission and contamination: <ul style="list-style-type: none"> ○ Lunches are served and eaten within the bubble classroom ○ Several lunch sittings are organised. ○ The hall is zoned such that two or more groups may use it at the same time, with timings staggered so that different bubbles are not queuing whilst waiting to be served at the same time. Separate waste stations are provided. Social distancing between bubbles can be encouraged with the following measures: folding hall partition dividers, freestanding screens or floor markings. The ability of pupils to follow the social distancing rules has been taken into account within these measures. ○ Midday Supervisors are allocated to the lowest number of consistent bubble groups. ○ Suitable cleaning for infection control purposes is undertaken between any bubble groups usage of a space (mandatory). 	<p>✓</p>	<p>Children who are packed lunch or dinners in each year group to eat in the hall. Own toilets will be used at lunch times. The halls on zoned into two groups with timing staggered (see below). Tables cleaned before, between and after sittings. Separate waste stations set up for each bubble and the waste is removed after each bubble.</p> <p>F2: dinners in KS1 hall at 11:45am Y1: dinners in KS1 hall at 12:00pm Y2: dinners in KS1 hall at 12:30pm Y3 & 5: dinners in the KS2 hall at 12:00pm Y4 & 6: dinners in the KS2 hall at 12:25pm Only one midday supervisor per bubble per day on a rota basis as above.</p>	<p>L</p>
Curriculum: Science and D&T	<ul style="list-style-type: none"> • CLEAPSS guides are followed as necessary: <ul style="list-style-type: none"> ○ P110 Practical activities in a bubble ○ P104 Managing hands-on activities in schools in locally locked down areas ○ P112 Practical activities for children in locally locked down 	<p>✓</p>		<p>L</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
	areas.			
Curriculum: School Sport	<ul style="list-style-type: none"> PE, sport and physical activity provided by schools to their own pupils under their systems of control can continue. This includes sports clubs or activities before or after school, in addition to their regular PE lessons. The school may work with external coaches, clubs and organisations for curricular and extra-curricular activities where satisfactory risk assessments have been received. Outdoor sports are prioritised where possible, and large indoor spaces used where it is not. Contact sports are avoided. The school only provides team sports on the list available at return to recreational team sport framework. Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing. Distancing is maximised between pupils as much as possible during all activities. Pupils are kept within their bubble groups. Multiple bubble groups may use outdoor space at the same time providing they is a significant distance from each other at all times and equipment is not shared. Scrupulous attention is paid towards cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. Sports equipment thoroughly cleaned (or kept in quarantine for 72 hours) between each use by different individual groups. Both Indoor and outdoor competition between different schools 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>PE Specialist to provide PE curriculum outside only. PE specialist to not enter classrooms and no competitions to take place with different schools.</p> <p>No afterschool activities to take place until after 29th March. Afterschool clubs to take place within bubbles only.</p> <p>After school clubs to begin w/c 26.04.21</p> <p>The outdoor space is divided up to be used by two separate bubbles.</p> <p>Children to have their own equipment in their own year group.</p>	<p>L</p>

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	<p>can take now place.</p> <p>The school refers to guidance on grassroot sports for public and sport providers, safe provision and facilities, and guidance from Sport England, advice from organisations such as the Association for Physical Education and the Youth Sport Trust, guidance from Swim England on school swimming and water safety lessons and any LA guidance.</p>			
<p>Curriculum: Music, dance and drama in school</p> <p>PHE Safer Singing Reference</p> <p>(see also Performances and end of year gatherings)</p>	<ul style="list-style-type: none"> • Music, dance and drama continues as part of the school curriculum, noting that there is an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place. • 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. • Particular care is taken in all music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama. Pupils should use seating where practical to help maintain social distancing. • Any background or accompanying music is kept to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, microphones are used to reduce the need for shouting or prolonged periods of loud speaking or singing. • Playing instruments and singing in groups take place outdoors wherever possible. If indoors, a room is used with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Music Hub to deliver lessons in Year 4.</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>L</p>

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<p>social distance. It is important to ensure good ventilation.</p> <ul style="list-style-type: none"> Shared equipment is avoided wherever possible. Name labels on equipment have been considered to help identify the designated user. Handling of music scores, parts and scripts is limited to the individual using them. If instruments and equipment have to be shared, they are disinfected regularly. Increased handwashing is undertaken before and after handling equipment, especially if being used by more than one person. 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. 	<p>✓</p> <p>✓</p>	<p>N/A</p> <p>N/A</p>	
School hall	<ul style="list-style-type: none"> Large gatherings such as assemblies or collective worship with more than one bubble group are not undertaken. Halls, dining areas and internal and external sports facilities for exercise may be used by single bubble groups with adequate cleaning between the groups. 	<p>✓</p> <p>✓</p>	<p>No assemblies held in the hall and to be held in the classrooms.</p> <p>No after school clubs until further notice.</p>	<p>L</p>
Pupil toilets	<ul style="list-style-type: none"> Wherever possible, individual groups of pupils (the bubble) are allocated their own toilets. This ideally would be their own toilet block. Alternatively, a set of cubicles and sinks could be divided into two where two classrooms share a single block and signage displayed (consider maturity of pupils in following these rules). However, different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet. 	<p>✓</p>	<p>Toilets are allocated for each year group and these will be used at play times and lunch times as well.</p>	<p>L</p>
Playground and school field	<ul style="list-style-type: none"> The school makes use of outdoor spaces to support delivery of the curriculum – outdoor education can limit transmission and more easily allow for distance between pupils and staff. 	<p>✓</p>		<p>L</p>

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> 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. Pupils playing outside are encouraged to undertake non-touch activities wherever possible. Groups of pupils do not mix. 	<p>✓</p> <p>✓</p>	<p>Bubbles to have their own play equipment that is cleaned. No gym equipment.</p>	
Lack of air changes / ventilation	<ul style="list-style-type: none"> Mechanical ventilation systems have been adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply). Further advice available here (HSE) and here (CIBSE). Natural ventilation is used to help reduce the risk of spreading coronavirus: <ul style="list-style-type: none"> Opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors (note that this also has the benefit of reducing touch points). Opening external doors where there are no security concerns and where it doesn't create uncomfortable drafts. To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate: <ul style="list-style-type: none"> Opening high level windows in preference to low level to reduce draughts Increasing the ventilation while spaces are unoccupied (e.g. before and after classes, during break and lunch) Providing flexibility to allow additional, suitable indoor clothing. The school has a mindful and considerate approach 	<p></p> <p>✓</p> <p>✓</p>	<p>No air conditioning in the nursery.</p> <p>Windows constantly kept open in classrooms and corridors and shutter doors kept open.</p> <p>Pupils and adults to wear additional layers if necessary. Pupils to wear their layers under the school uniform. Letter sent to parents on 6.11.20 and staff informed on 9.11.20</p>	<p>L</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
	with parents who have difficulty obtaining uniform items or are experiencing financial pressures. <ul style="list-style-type: none"> ○ Rearranging furniture where possible to avoid direct drafts. 			
Breakfast, after school and holiday clubs (Reference)	<ul style="list-style-type: none"> • Heating is used as necessary to ensure comfort levels are maintained particularly in occupied spaces. <ul style="list-style-type: none"> • The school is working to resume all your before and after-school activities and wraparound childcare for pupils. • Although the school is <i>legally</i> able to hold indoor provision in groups of any number, the school: <ul style="list-style-type: none"> ○ Continues to minimise mixing between children, where possible – children are kept in consistent groups every time they attend the setting. ○ Considers smaller groups when it is not possible to do this. ○ Considers recommended occupancy levels of the premises they are operating from, the levels of ventilation and the type of activity. For example, guidance for providers of grassroots sport and sport facilities recommends that the maximum occupancy of an indoor facility should be limited by providing a minimum of 100sqft (9.29 square metres or 3.05m²) per person. • Schools keep children within their day bubbles where possible in these clubs. Siblings may be kept together. If it is not possible to maintain bubbles being used during the school day then small, consistent groups are used. <p>Decisions on group sizes in the setting are based on:</p> <ul style="list-style-type: none"> ○ the current government guidance on social distancing ○ the ability of the children in attendance to maintain social distancing and practise hand hygiene ○ the age of the children in attendance ○ nature of your activity or provision (for example, static, classroom set-up rather than an activity that requires a range of movement) ○ the size or layout of your premises 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	Breakfast club to continue in individual year groups. No afterschool clubs up until 1 st April.	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"> ○ the ability to ventilate your premises effectively with fresh air 			
	<ul style="list-style-type: none"> • Where parents are using external childcare providers or out of school extra-curricular activities for their children, they are: <ul style="list-style-type: none"> ○ advised to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible. ○ encouraged to check providers have put in place their own protective measures ○ sent the link to the guidance for parents and carers 	✓		
	<ul style="list-style-type: none"> • Risk assessments / covid-safe procedures are requested from external bodies or organisations such as external coaches or after-school or holiday clubs. In doing so, the schools should ensure that they complement the school's risk assessment measures and they have had due regard to any other relevant government guidance. 	✓	N/A	L
Operational issues				
Availability of staff	<ul style="list-style-type: none"> • Trained staff are available to support pupil personal needs e.g. <ul style="list-style-type: none"> ○ lifting, use of hoists ○ intimate care ○ managing medical needs including medicines • Sufficient Physical Intervention trained staff are on site (see "other issues" below) • Contingency plans have been explored in the event that key members of staff are unavailable to work e.g. they are self-isolating. 	✓	No identified pupils in school at the moment. Positive handling training carried out 16/10/2021.	L
Supervision	<ul style="list-style-type: none"> • Supervision ratios are met (for identified individual pupils) 	✓	Yes for identified pupils	L
First Aid	<ul style="list-style-type: none"> • Adequate number of first aiders (FAW / EFAW) are on site. 	✓	Yes	L
	<ul style="list-style-type: none"> • Adequate number of paediatric first aiders are on site. 	✓	Yes	L
Catering	<ul style="list-style-type: none"> • Assurance has been obtained that the school's catering provider complies with the guidance for food businesses on coronavirus. 	✓		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
Site Health and Safety Concerns (General)				
Legionella	<ul style="list-style-type: none"> Rarely used outlets have been identified taking into account current usage of taps. 	✓	Yes	L
Fire Procedures	<ul style="list-style-type: none"> Fire drills are undertaken as normal. 	✓		L
	<ul style="list-style-type: none"> No changes are required to the fire evacuation procedures apart from the assembly point is organised with 2 metre social distancing between the bubble groups. (Social distancing is not <i>required</i> during the evacuation between anyone and between members of the same bubble group at the assembly point). 	✓		
Personal Health and Safety Concerns (General)				
Pupil Behaviour (Reference)	<ul style="list-style-type: none"> The school behaviour policy has been updated to reflect current rules and routines, setting clear, reasonable and proportionate expectations of pupil behaviour. These have been communicated to staff, pupils and parents/carers. The consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions have been set out clearly at the earliest opportunity. This is particularly the case when considering restrictions on movement within school and new hygiene rules (see also SEND and welfare sections below). 	✓	School behaviour policy shared with all pupils on returning on 8.03.21.	L
SEND pupils	<ul style="list-style-type: none"> Individual pupil risk assessments are subject to regular reviews noting any behavioural changes with the pupil on site. Staff working with pupils who spit uncontrollably should wash their hands than other staff. Face shields are considered as a possible control measure (contact your Safety Adviser). Pupils who use saliva as a sensory stimulant or who struggle with hand hygiene may also need more opportunities to wash their hands. 	✓	Individual risk assessments reviewed and shared with relevant staff on 14.1.21	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"> 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. 	✓	Inclusion Lead to monitor pupils with SEND support, supporting staff with children's individual needs.	
	<ul style="list-style-type: none"> Equipment is identified that is used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment. The ability to withstand cleaning and disinfecting between each use before it is put back into general use is determined. Where cleaning or disinfecting is not possible or practical, resources are: <ul style="list-style-type: none"> restricted to one user left unused for a period of 48 hours (72 hours for plastics) between use by different individuals 	✓		
	<ul style="list-style-type: none"> Appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. 	✓		
Staff welfare and staff redeployment	<ul style="list-style-type: none"> Governing boards and school leaders have regard to staff (including the Head Teacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. 	✓	Email sent on 2.11.20 re SAS counselling support month; 27.11.20 regarding staff wellbeing, online support sessions available to NCC employees; 15.01.21 email sent providing different support in place for wellbeing and signposting where staff can obtain the various support schemes. 19.02.21 e-mail sent regarding https://www.educators-barnardos.org.uk/ staff wellbeing with lots of useful tips and advice to help anyone who feels they may need some additional support. E-Mail sent 30/04/2021 Regarding SAS Gym membership for staff.	L
	<ul style="list-style-type: none"> Telephone counselling services are available. 	✓	Available via SAS.	
	<ul style="list-style-type: none"> Appropriate support and contact is provided to staff who are home working, particularly for extended periods of time. 	✓	Weekly welfare checks.	

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>https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips/</p> <ul style="list-style-type: none"> Teaching assistants may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher Any redeployments are not at the expense of supporting pupils with SEND. Managers have discussed and agreed any changes to staff roles with individuals. Planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE's workload reduction toolkit. DfE has also published a range of resources, including case studies to support remote education and help address staff workload, this includes case studies on managing wellbeing. Where staff have been temporarily redeployed to different roles, they have the appropriate skills, expertise and experience to carry out the work. 	<p>✓</p> <p>✓</p>	<p>Teaching assistants deployed to cover lessons under the planning of the teacher. Teaching assistants work alongside a teacher present in school.</p> <p>No additional tasks have been allocated to staff over and above their pay grades.</p>	
<p>Pupil welfare and mental health support (Reference)</p>	<ul style="list-style-type: none"> Where pupils, parents and households are reluctant or anxious about attending school their concerns are discussed and reassurance provided on the measures you are putting in place to reduce any risks. Pupils may include those who: <ul style="list-style-type: none"> have themselves been shielding previously but have been advised they no longer need to shield live in a household where someone is clinically vulnerable (CV) or CEV are concerned about the possible increased risks from coronavirus Pupils are identified who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them, putting particular emphasis on: <ul style="list-style-type: none"> disadvantaged and vulnerable children pupils who were persistently absent prior to the pandemic 	<p>✓</p>	<p>Nurture Leads to support children highlighted as being anxious regarding their return to school.</p> <p>Specific children throughout lockdown have been targeted by TA's to undertake a bespoke program of support.</p> <p>Nurture leads to provide coaching and mentoring for TA's.</p> <p>SLT and JL to work alongside parents of pupils.</p>	<p>L</p>

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> ○ pupils who have not engaged with school regularly during the pandemic Ref: Wellbeing for Education Return programme			
	<ul style="list-style-type: none"> • The school considers pastoral and extra-curricular activities to: <ul style="list-style-type: none"> ○ support the rebuilding of friendships and social engagement ○ address and equip pupils to respond to issues linked to coronavirus ○ support pupils with approaches to improving their physical and mental wellbeing • Pastoral support is offered to pupils who are: <ul style="list-style-type: none"> ○ self-isolating ○ shielding ○ vulnerable 	✓	JL to work with individual parents or pupils to aid a smooth transition into school alongside the SLT.	
	<ul style="list-style-type: none"> • 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.	✓		
Other Issues				
Remote Education	<ul style="list-style-type: none"> • Remote education plans are in place for individuals or groups of self-isolating pupils or because they are complying with clinical or public health advice. Pupils have access to remote education as soon as reasonably practicable, which may be the next school day. The remote education provided is equivalent in length to the core teaching pupils would receive in school and includes recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently. As a minimum the following is provided: <ul style="list-style-type: none"> ○ Key Stage 1: 3 hours a day on average across the cohort, with less for younger children ○ Key Stage 2: 4 hours a day 	✓	Passed to Governors on 16 November 2020.	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"> Systems are in place for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern A named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education is appointed. 	✓	Remote Education Lead: Sophie Lynch and Ruth Farnsworth	
	<ul style="list-style-type: none"> The school has published information about their remote provision on their website. An optional template is available to support this legal requirement. 	✓	Remote Learning provision published on website and regularly reviewed.	
Incident Reporting	<ul style="list-style-type: none"> A case of disease is recorded via the school's incident reporting system and to the HSE (via RIDDOR) where a confirmed diagnosis of COVID-19 is likely to have been caused by an occupational exposure, that is, whether or not there is reasonable evidence that a work-related exposure is the likely cause of the disease. <p>https://notifications.hse.gov.uk/riddorforms/Disease (Contact your Safety Adviser for advice)</p>	✓		L
Safeguarding	<ul style="list-style-type: none"> DSL or a deputy always available during school hours for staff. (Note the potential for school leaders to self-isolate) 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. If a vulnerable pupil is required to self-isolate, the school: <ul style="list-style-type: none"> notifies their social worker (if they have one) agrees with the social worker the best way to maintain contact and offer support checks if a vulnerable pupil is able to access remote education support supports them to access it (as far as possible) 	✓	Rota ensures at least one DSL on site daily.	
		✓		L
		✓	Phone parent first then Inform SW when child not attended within 3 days. Work with SW and LA to encourage child to attend the provision	

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"> regularly checks if they are accessing remote education 			
School Meals	<ul style="list-style-type: none"> The school continues to provide free school meal support to pupils who are eligible for benefits related free school meals and who are learning at home during term time. 	✓	Free school meal vouchers to be provided in the event of a bubble closure.	L
Reviews	<ul style="list-style-type: none"> Regular reviews are undertaken on the effectiveness of the control measures and plans and changes are made accordingly. The school follows any forthcoming instructions from the employer, government advice, and national or local directions from Public Health England. 	✓		L
	<ul style="list-style-type: none"> Updates are highlighted on the risk assessment and shared with staff. 	✓	Regular reviews of the risk assessment	

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

Reference Websites:

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

ASSESSED BY (Print name)	SIGNED	DATE
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