

School/Academy:	The Milford Academy		Date of assessment	January 2021 Updated 2.2.21
Who might be harmed?	Pupils, staff, visitors and contractors		How many are affected?	Whole School
<p>The risks and control measures from the previous version of this risk assessment should be reviewed in light of the local transmission rate and the more infectious strain.</p> <p>Many of the control measures may already be deemed to be sufficient or no further actions may be deemed possible whilst the school endeavours to provide as normal a learning experience that is possible during the pandemic.</p>				Current Tier:
				National Restrictions
Reference Documents: Guidance for full opening - schools (30th December 2020) Restricting attendance during the national lockdown: schools Guidance for all schools in England (January 2021)				
Date	Summary of school position (include approximate numbers and classification of pupil cohort in school and homeworking and numbers of staff working from home)			
18/01/21	Currently we have a maximum of 145 pupils attending on-site each day – this represents around 30% of all pupils. All other pupils are accessing remote learning from home using Seesaw platform primarily. Children on site are being taught in year group bubbles that range in size from 15-20. Nursery / MESU has been opened to all who wish to attend – around 75% of children in this bubble are attending.			
Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
Communication				
Staff	<ul style="list-style-type: none"> This completed risk assessment is shared with staff. Signatures are obtained. 	✓	All staff to sign by 29/01/21	LOW
	<ul style="list-style-type: none"> Staff are encouraged to give regular feedback on the effectiveness of these control measures and plans, share suggestions and identify additional touch points. 	✓	Senior Leader available on site each day	
Parents/carers, pupils and visitors	<ul style="list-style-type: none"> The relevant control measures from this risk assessment are communicated to parents, carers, pupils and visitors. This includes instructing children old enough not to touch staff and their peers 	✓	Signs in place, regular updates comms with parents, staff and pupils	LOW

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	where possible. Signage is installed wherever necessary as a reminder.			
	<ul style="list-style-type: none"> If possible, a pdf version of this completed risk assessment published on the school's website to provide transparency of approach to parents, carers and pupils. (Do not include names where any personal details are recorded). 	✓	On website by 05/02/21	
Employer	<ul style="list-style-type: none"> This completed risk assessment (v.4) is shared with the Governing Body and employer. 	✓	To be sent to Chair by 22/01/21	LOW
Trade Unions	<ul style="list-style-type: none"> This completed (v.4) risk assessment is shared with the recognised Trade Unions following approval by the school's Governing Body. (Do not include names where any personal details are recorded). 	✓	Shared with all TU as necessary – supported by D.T.	LOW
Contracting / transmitting Covid-19				
Preventing symptomatic persons attending school	<ul style="list-style-type: none"> Pupils, parents / carers and any visitors, such as suppliers, are informed not to enter the school if they are displaying any symptoms of coronavirus: <ul style="list-style-type: none"> 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.</p>	✓	Health protocols to be resent to all parents/carers prior to return in September	LOW
	<ul style="list-style-type: none"> For noting: In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus. 	✓	Reminder to parents/carers about not sending children with Covid-19 symptoms sent 02.09.20. Temperature testing available at school. Evidence of test results to be seen when returning.	
Reducing the number of persons on site	<ul style="list-style-type: none"> It remains the case that wider government policy advises those who can work from home to do so considered in the wider context in keeping the school operational and safe. 	✓	All ECV staff working from home.	

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	<p>The minimum number of staff is on site at any given time.</p> <p>Where possible, the vulnerability of staff and their household to the virus is considered in determining rotas of staff working from home / school. As a rough guide the following priority list is used in the consultation with staff:</p> <ul style="list-style-type: none"> ○ (ECV staff - must work from home) ○ Pregnant staff over 28 weeks ○ CV staff with ECV household members ○ CV staff including pregnant staff under 28 weeks ○ Staff with ECV household members ○ Staff with CV household members ○ Staff in other higher risk groups (BAME, over 60-year olds) or living with higher risk individuals. <ul style="list-style-type: none"> ● The school allows and strongly encourages vulnerable children and young people to attend. ● Children with at least one parent or carer who is a critical worker can go to school if required. This includes parents who may be working from home. Evidence is requested confirming the critical worker status if necessary. Parents and carers who are critical workers are informed to keep their children at home if they can. ● Early years provision continues to remain open and allows all children to attend full time or their usual timetable hours. Only vulnerable children and children of critical workers attend on-site reception classes. ● The school does not plan for rotas or allow children other than those who are vulnerable or whose parent or carer is a critical worker to attend on-site, even if the school believes it can accommodate more children safely. ● Contractors undertaking statutory testing and emergency and 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Pregnant staff over 28 weeks working from home</p> <p>Individual RAS in place for staff falling into other groups working on site.</p> <p>Rotas in place to ensure all staff have agreed working patterns</p> <p>Senior staff consulted with teaching staff to draw up lists of vulnerable children invited back into school</p> <p>Critical workers informed they can attend and asked to provide evidence of their status.</p> <p>Regular communications sent out to ensure parents aware they should only attend on days when they are working</p> <p>Nursery / MESU is open to all from 18/01/21</p> <p>F2 open to vulnerable / Critical worker children only</p> <p>In place</p> <p>Remote provision via Seesaw for all other children</p> <p>Shared information with site team</p>	

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	<p>routine repairs are permitted on site.</p> <p>They are advised to arrange visits outside of the school day where possible and avoid arriving and leaving site during pupil pick up and drop off times.</p> <p>The number and duration of face to face contacts with adults is limited as far as possible (e.g. less than 15 minutes in one day). 2 metre social distancing protocols are followed.</p>	✓	<p>Plans in place to ensure contractors are on site for the least time possible.</p> <p>Social distancing in place</p>	LOW
	<ul style="list-style-type: none"> Supply teachers, peripatetic teachers and/or other temporary staff can move between schools, but are kept to the minimum. <p>They ensure they minimise contact and maintain as much distance as possible from other staff. The number of groups taught and locations worked in are minimised to reduce the number of contacts made.</p> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual.</p>	✓	<p>Track & Trace records in place. Contact between “bubbles” minimised. Social distancing observed to keep contact between bubbles minimised.</p>	
	<ul style="list-style-type: none"> The school continues hosting initial teacher training (ITT) trainees throughout the national lockdown. Trainees continue to go into their school or college on placement to support teaching and also support schools in other ways, including supporting remote education, developing lesson materials and offering pastoral support 	✓	<p>This term one trainee is due to be with school – supporting remote learning until February half term and then will be reviewed – agreed with university ITE provider</p>	
	<ul style="list-style-type: none"> The School’s coronavirus safety principles are communicated to essential visitors such as contractors, other non-school based services, external coaches, clubs and organisations for curricular and extra-curricular activities prior to any proposed visit. A dialogue is undertaken where necessary between the school and visitors regarding the schedule of the visit including the rooms to be visited and any points of discussion around social distancing and hygiene. 	✓	<p>Designated meeting areas for essential visitors to facilitate additional hygiene measures</p>	
	<ul style="list-style-type: none"> Parents/carers are informed that if their child needs to be accompanied to the school, only one parent/carer should attend if possible. 	✓		

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	<ul style="list-style-type: none"> Conversations with parent/carers are held on the telephone wherever possible. Parents/carers are informed not to enter the school building unless they have a pre-arranged appointment. The 2-metre social distancing rule applies to these meetings and kept as short as possible (e.g. less than 15 minutes). 	✓	Conversations held outside where practical. Well ventilated meeting room used if required with social distancing measures followed and disinfectant wipes.	LOW
	<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. 	✓		
	<ul style="list-style-type: none"> Governor meetings held virtually if possible. Any Governor meetings held in school are undertaken following social distancing protocols. Governor monitoring visits are undertaken virtually if possible. 	✓	Meetings still being held virtually	
	<ul style="list-style-type: none"> Schools do not host any performances with an audience. 	✓	No planned performances with an audience this term	
Persons at higher risk of becoming seriously ill		✓	Staff who are classed as CEV are not working on site.	
	<ul style="list-style-type: none"> Clinically extremely vulnerable pupils are advised not to attend school during notational lockdown. 	✓	No pupils currently in this category	
	<ul style="list-style-type: none"> The following measures are in place for pregnant members of staff and recorded on the pregnancy Covid risk assessment: <ul style="list-style-type: none"> Up to 28 weeks: Avoid face to face contact, observe social distancing recommendations where possible. Over 28 weeks: Consider further precautions. 	✓	All guidance followed and measures put in place for Spring term	
	<ul style="list-style-type: none"> Staff in the BAME categories have been individually reminded to observe good prevention practice in the workplace and home settings. For noting: There is clear evidence that certain BAME groups have higher rates of infection, and higher rates of serious disease, morbidity and mortality. There is no strong evidence that ethnicity 	✓	Meetings with staff in this group taken place with RP and individual RAS created where necessary	

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	<p>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.</p> <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. • 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. 			
		✓	Discussed with individual staff who are generally working from home where they can – where they are on site individual RAS have been carried out and shared	
		✓	As above	
School Visits	<ul style="list-style-type: none"> • The school notes that the DfE advises against educational visits during the national lockdown. 	✓	No planned educational visits in Spring term	
Undertaking CPR / and First Aid	<ul style="list-style-type: none"> • The following information has been shared with school first aiders: Resuscitation Council UK Statement on COVID-19 in relation to CPR and resuscitation in first aid and community settings www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm <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>	✓	Shared with all 1 st aid staff in school.	
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) 	✓	<p>Locations where pupils could be isolated:</p> <p>Meeting room opposite main reception to continue to be used for this purpose.</p>	

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	<ul style="list-style-type: none"> 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. 		All staff aware of the procedure when child displays symptoms	
	<ul style="list-style-type: none"> PPE is available in the event that someone becomes symptomatic on site and if a distance of 2 metres cannot be maintained: <ul style="list-style-type: none"> a face mask disposable gloves and an apron if contact is necessary eye protection if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting. 	✓	PPE supplies maintained	LOW
	<ul style="list-style-type: none"> If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which 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. 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. 	✓		LOW
	<ul style="list-style-type: none"> Records of persons with symptoms consistent with coronavirus are kept (ref: tracker). 	✓	Proforma established	LOW
Test and Trace	<ul style="list-style-type: none"> The latest NHS/PHE test and trace information has been shared with staff and parents. In particular, parents are encouraged to get tests for their children if they develop symptoms. The school understands the purpose of the school’s own home test 	✓	Shared with all stake holders as required	LOW

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	<p>kits, has decided who makes the decision to offer the kit when they have a stock and by what criteria. Reference.</p> <p>“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.”</p> <p>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.</p> <ul style="list-style-type: none"> • Swift action is taken when you become aware that someone who has attended school has tested positive for coronavirus (ref. symptom summary sheet v.6) • Staff and parent telephone numbers are checked for accuracy. • Contact details, are kept of all other visitors to the school, including where possible, personal phone numbers. • Ongoing records are kept of: <ul style="list-style-type: none"> ○ The names of pupils in the bubbles and members of staff who have accessed them. ○ Any close contact that takes place between children and staff in different bubbles. <p>These details may be required at short notice outside the regular school day to enable the school to inform individuals to immediately self-isolate.</p> • 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 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Protocols established. Barriers to teaching identified by Pastoral Team</p> <p>Swift action evidentially taken (see report log)</p> <p>Ongoing</p> <p>GDPR guidance sought</p> <p>New record sheets to be created. Staff allocated for 20/21 year groups</p> <p>Staff will judge their own personal circumstances to decide if their mobile phones need to be switched on (e.g. childcare COVID issues)</p>	<p>LOW</p> <p>MEDIUM</p>

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	<p>their mobile phones switched off or the app turned off (i.e. contact tracing paused)</p> <ul style="list-style-type: none"> • 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). 	✓		
Hygiene – General	<ul style="list-style-type: none"> • Correct handwashing and good hygiene are followed by staff, pupils, visitors and contractors. Pupils wash their hands at the designated times during the day and after certain activities: <ul style="list-style-type: none"> ○ On arrival at school ○ After breaks and sport activities ○ Early Years: after using wheeled bikes, trikes and other large, movable toys ○ Before cooking and eating ○ After sneezing or coughing ○ After using the toilet ○ Before leaving home <p>Note: Electric hand dryers may be used in schools</p> <ul style="list-style-type: none"> • A process is in place for removing face coverings when pupils and staff who use them arrive at school. Pupils are instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. 	✓	<p>Protocols to continue</p> <p>Face coverings are required to be worn by all staff members when moving around the school site but not in classroom environments. The use of and removal of face coverings should follow the following government guidance:</p> <p>When wearing a face covering you should:</p> <p>wash your hands thoroughly with soap and water for 20 seconds or use hand sanitiser before putting a face covering on avoid wearing on your neck or forehead avoid touching the part of the face covering in</p>	<p>LOW</p> <p>LOW</p>

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	<p>their faces or to put objects in their mouths.</p>			
	<ul style="list-style-type: none"> Adequate soap / hand sanitizer and tissues are available for pupils and staff throughout the school and for visitors arriving at main reception. Soap and water is the preferred choice; hand sanitizer is used when the use of soap and water is not practical. <p>Identified children are supervised with their use of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes are used as an alternative.</p>	✓		
	<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. 	✓		
	<ul style="list-style-type: none"> The best choice of bins for used tissues is a lidded bin with a pedal as you will not need to physically touch the bin lid and the tissues will be safely stored. <p>Lidded swing top type bins will require the person disposing of the tissue to touch the lid, potentially contaminating it. Although that person disposing the tissue should wash their hands afterwards, the next person to use the bin who is disposing general waste may not wash their hands afterwards and potentially contaminate their hands. Therefore if these are used then they should be only for the disposal of tissues and labelled as such perhaps with a reminder to wash their hands afterwards.</p> <p>Bins without lids shouldn't be used for tissues but can be used for general waste and/or paper towels used to dry hands after washing them.</p> <p>Site staff / cleaners wash their hands after emptying the bins.</p>	✓	Lidded bins in every classroom	
	<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 	✓	Cleaning protocols and rotas discussed with site manager – additional cleaning is taking place throughout the day across school.	

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	<p>restrict access.</p> <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>		<p>Touch points around school cleaned regularly</p> <p>Access to areas not being used in Spring 1 restricted to ensure they stay clean.</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. 	✓	Cashless site	
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 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>Bubble year group corridors to be established. Y4 individual in terms of the classroom location</p> <p>Additional cleaning staff hours in place – cleaning takes place before school, during lunchtime and after school in all bubble areas – cleaners zoned to reduce cross bubble working.</p> <p>Staff reminded of protocols around not sharing / handling equipment that has been touched or used by others – regular hand washing if / when this is needed. All staff have access to wipes and sanitiser in bubble areas.</p>	<p>LOW</p> <p>LOW</p>

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			Pupils trained to handle own equipment or a dropped tissue etc and again regular hand washing is carried out in all bubbles.	
	<ul style="list-style-type: none"> Teachers wash or sanitise their hands before and after handling pupils' books. 	✓	“	
	<ul style="list-style-type: none"> Activities are avoided which involve passing items around a class where it does not contribute to pupil education and development. The sharing of books, other resources and equipment is avoided where possible. Staff and pupils have their own pencils and pens, which are not shared. Consider labelling items with pupils' names. 	✓	“	
	<ul style="list-style-type: none"> Shared materials such as books and games and surfaces are cleaned and sanitised more frequently. Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities are washed before and after use. 	✓	“	
	<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. 	✓	“	
	<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. 	✓	“	
	<ul style="list-style-type: none"> The amount of shared resources that are taken home are limited. 	✓	Pupil books all staying in school for Spring term	
	<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 have own drinks bottles that are not touched by staff – taken home daily to be cleaned	
	<ul style="list-style-type: none"> 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 	✓		

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	staff have to flush nursery toilets.			
PPE (Reference)	<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. 	✓	In place	LOW
	<ul style="list-style-type: none"> Training and instruction have been provided for the putting on, removing and disposal of PPE. 	✓	Training online for all staff took place on INSET 02.09.20 Following government guidance is shared with staff and followed: https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures	
	<ul style="list-style-type: none"> 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. 	✓	Reviewed January 2021 Next Review – 22/02/21	
	<ul style="list-style-type: none"> Aerosol generating procedures (AGPs): Within education settings these are only undertaken for a very small number of children with complex medical needs, such as those receiving tracheostomy care. Staff performing AGPs in these settings follow Public Health England’s personal protective equipment (PPE) guidance on aerosol generating procedures, and wear the correct PPE which is: <ul style="list-style-type: none"> a FFP2/3 respirator gloves a long-sleeved fluid repellent gown eye protection 	N/A		
Face coverings in school (Face coverings are instead largely intended	<ul style="list-style-type: none"> The Head Teacher has determined whether to ask staff or visitors to wear, or agree to them wearing face coverings in circumstances where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in 	✓	Face coverings are required to be worn by all staff or visitors when entering / leaving the site and when moving around the site. They are not required to be worn when working within	LOW

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to protect others, not the wearer, against the spread of infection because they cover the nose and mouth, which are the main confirmed sources of transmission of virus that causes coronavirus infection)	staffrooms. Note that some individuals are exempt from wearing face coverings. (Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided).		bubble classrooms but clear visors are available to any staff member wishing to wear one. This does not apply to any person who is except from this requirement.	LOW
	<ul style="list-style-type: none"> Staff will now have access to face coverings due to their increasing use in wider society. 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. 	✓	Staff now required to wear face coverings when moving around school Supply of face coverings available from main office	
	<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 	✓	List available in school 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. 	✓	Touchpoints are routinely cleaned before school, at lunchtime and after school on a daily basis Staff and pupils reminded to reduce the number of contacts they make with touchpoints and regular handwashing when moving from one part of school to another	
	<ul style="list-style-type: none"> Only use touch screen signing in systems if it can be ensured that only the bar code reader is used or hands are sanitised straight afterward after touching and the screens are cleaned on a regular basis at appropriate times. 	✓	Staff able to use their cards to sign in and sanitizer station positioned next to signing in system – staff required to sanitize before and after signing in.	
	<ul style="list-style-type: none"> Consider whether drinking fountains need to be taken out of action. 	N/A		

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 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 	✓	Masks are available from school office for any staff member or visitor who requires one	
Contracting / transmitting Covid-19 – including the “Bubble” Model				
Parents and pupils travelling to school	<ul style="list-style-type: none"> Parents/carers and pupils are encouraged to walk or cycle to the school where possible. 	✓		LOW
	<ul style="list-style-type: none"> The school has considered how pupils arrive at school, and how to reduce any unnecessary travel on coaches, buses or public transport where possible. Consider undertaking a parental survey on their typical mode of travel. Consider staggered start times to enable more public transport journeys to take place outside of peak hours. 	✓		
	<ul style="list-style-type: none"> Families using public transport are referred to the safer travel guidance for passengers: https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers 	✓	Minimal use of public transport	
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. 	✓		LOW
	<ul style="list-style-type: none"> Parents/carers’ drop-off and pick-up protocols that minimise adult to adult contact are in place. Parents/carers are instructed not to congregate in groups on, or directly outside the school premises. 	✓		LOW
	<ul style="list-style-type: none"> Break times including lunch are staggered so that all pupils are not moving around the school at the same time. 	✓		LOW
Foyer / Reception	<ul style="list-style-type: none"> Consider marking the ground directly outside the front entrance with tape or temporary paint at 2 metre intervals and display instructional 	✓		LOW

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<p>signage.</p> <ul style="list-style-type: none"> Consider marking the floor of the foyer with tape at 2 metre intervals, and in doing so identify how many individuals (or pairs of individuals from the same household) can safely be present in the foyer at any one time. Instructional signage is displayed. Office staff to only allow this identified number into the foyer in at any one time – the front entrance door will need to be on the door entry control system if installed. 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>✓</p> <p>✓</p>		<p>LOW</p> <p>LOW</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). 	<p>✓</p> <p>✓</p>	<p>Typically 2 metres apart work stations established.</p> <p>Risk assess where this is not in place.</p>	<p>LOW</p>

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> Hot desks are avoided where possible. Where not possible, workstations are cleaned in between use. 	N/A		
Meeting rooms	<ul style="list-style-type: none"> Remote working tools (Teams, Zoom, Meet) are used to avoid in-person meetings where possible. 	✓		LOW
	<ul style="list-style-type: none"> Only absolutely necessary participants physically attend meetings and they maintain social distancing guidelines (2m, or 1m with risk mitigation where 2m is not viable). 	✓		
	<ul style="list-style-type: none"> Pens, documents and other objects are not shared. 	✓		
	<ul style="list-style-type: none"> Hand sanitiser is provided in meeting rooms. 	✓		
	<ul style="list-style-type: none"> Meetings are held outdoors or in well-ventilated rooms whenever possible. 	✓		
	<ul style="list-style-type: none"> For areas where regular meetings take place, floor signage is used to help people maintain social distancing. 	✓		
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 briefing in Junior Hall to maintain social distancing – only once a week if required – email briefing notes to be sent in place of meeting where possible	LOW
	<ul style="list-style-type: none"> Notices promoting hand hygiene and social distancing are visibly placed in the staff room. 	✓		LOW
Corridors	<ul style="list-style-type: none"> Movement around the school site is kept to a minimum. Busy corridors, entrances and exits are avoided. Staggered break times and lunch times are considered as necessary. 	✓	Staff working in year group bubbles with limited need to move around school during the day.	
	<ul style="list-style-type: none"> Consider one-way circulation, or place a divider down the middle of 	N/A	Breaks / lunch times are staggered Corridors too narrow. Routes to exits to be established	LOW

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	the corridor to keep groups apart as they move through the setting 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. • Bubble sizes are kept as small as possible noting that fewer pupils per bubble will mean a greater number of bubbles and therefore greater number of staff on site. • Ideally, adults maintain a 2-metre distance from each other, and from children. They avoid close face to face contact and minimise time spent within 1 metre of anyone. This will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support are provided as normal. This is not likely to be possible with younger children however teachers can still work across groups if that is needed to enable a full educational offer. Social distancing should be encouraged between pupils wherever 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>Classrooms organised with 15 tables facing the front</p> <p>All year group bubbles are sized between 10-20 from the start of January.</p> <p>A couple of bubbles have increased beyond 20 by the end of January. Numbers are reviewed each week and in these groups children are split divided amongst bubble staff utilising more rooms / space to reduce numbers and improve social distancing measures.</p> <p>It is noted that Unison urge schools to keep bubble sizes to 15.</p> <p>Numbers in bubbles kept under constant review</p> <p>Staff reminded of need to socially distance, signs up and in place around school site</p> <p>Pupils reminded of need to socially distance where possible – sat at tables on own in classrooms spaced out etc...</p>	<p>LOW</p>

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<p>possible if this doesn't adversely affect learning. e.g. where there are fewer pupils in the class, they could be spaced out more. The 2-metre distance to the teacher at the front of the class may be easier to implement with the front row of desks vacant, assuming that the teacher does not need to raise their voice.</p> <ul style="list-style-type: none"> • All teachers and other staff can operate across different classes in order to facilitate the delivery of the school timetable. (Note that in the event that a member of staff develops coronavirus symptoms and tests positive then their close contacts across all these bubble groups may need to be sent home to self-isolate). • The bubble groups (pupils) do not mix with other bubble groups throughout the school day. • Classrooms are accessed directly from outside where possible. • Pupils occupy the same classroom throughout the school day where possible. Where unavoidably different groups of pupils use the same classroom at different times, the area is cleaned adequately in between their occupancy. • Pupils who routinely attend more than one setting on a part time basis have been identified and additional measures put in place as necessary. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Guidance noted. Staffing continuity established where possible</p> <p>No bubbles are permitted to mix during the school day</p> <p>There is no classroom used by more than one bubble in the same day</p>	<p>LOW</p>
<p>Lunchtime arrangements</p>	<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. 	<p>✓</p>	<p>Lunch sittings are in place with cleaning in between</p> <p>Both halls continue to be used for dining at lunchtime</p> <p>Staff allocated to specific areas</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>The ability of pupils to follow the social distancing rules has been taken into account within these measures.</p> <ul style="list-style-type: none"> ○ Midday Supervisors are allocated to the lowest number of consistent bubble groups. ○ Suitable cleaning for infection control purposes is undertaken between any bubble groups usage of a space (mandatory). 			
Curriculum: Science and D&T	<ul style="list-style-type: none"> ● CLEAPSS guides are followed as necessary: <ul style="list-style-type: none"> ○ P110 Practical activities in a bubble ○ P104 Managing hands-on activities in schools in locally locked down areas ○ P112 Practical activities for children in locally locked down areas. 	✓	Guidance acknowledged and available for key members of staff	LOW
Curriculum: School Sport	<ul style="list-style-type: none"> ● PE, sport and physical activity provided by schools to their own pupils under their systems of control can continue. This includes sports clubs or activities before or after school, in addition to their regular PE lessons. <p>Competition between different schools do not take place, in line with the local restrictions on grassroots sport.</p>	✓	<p>PE lessons taking place with appropriate measures in place 0 limited contact etc...</p> <p>After schools clubs not running in Spring term</p> <p>No competitions being attended</p>	
	<ul style="list-style-type: none"> ● Contact sports are avoided. <p>The school only provides team sports on the list available at return to recreational team sport framework.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing.</p>	✓	Same as above	
	<ul style="list-style-type: none"> ● Distancing is maximised between pupils as much as possible during all activities. 	✓		
	<ul style="list-style-type: none"> ● Pupils are kept within their bubble groups. Multiple bubble groups may use outdoor space at the same time providing they is a significant distance from each other at all times and equipment is not shared. 	✓	Bubbles will not mix without Social Distancing or Best Practice Hygiene principles applied.	
	<ul style="list-style-type: none"> ● Scrupulous attention is paid towards cleaning and hygiene. This is 	✓		

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
	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.			
Curriculum: Music, dance and drama in school	<ul style="list-style-type: none"> Singing, wind and brass playing do not take place in larger groups. In smaller groups as additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space, the mitigations should be assessed to see whether they are adequate. 		No large group musical sessions taking place.	
	<ul style="list-style-type: none"> Particular care is taken in all music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama. Pupils should use seating where practical to help maintain social distancing. 	✓	Where music lessons take place they do not involve the use of instruments that are shared by pupils and singing is only to take place in large ventilated spaces – halls and in groups below 15 with social distancing maximised. Where possible any singing would also take place outdoors. PE / dance sessions only take place outside or in hall with social distancing – no invasion games that require regular close contact etc...	LOW LOW
	<ul style="list-style-type: none"> Any background or accompanying music is kept to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, microphones are used to reduce the need for shouting or prolonged periods of loud speaking or singing. 	✓		LOW
	<ul style="list-style-type: none"> Playing instruments and singing in groups take place outdoors wherever possible. 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. 	✓		LOW
	<ul style="list-style-type: none"> Shared equipment is avoided wherever possible. Name labels on 	✓		

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>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.</p> <ul style="list-style-type: none"> The number of suppliers when hiring instruments and equipment is limited. Hired equipment, tools or other equipment is cleaned on arrival and before first use. 	N/A		LOW
School hall	<ul style="list-style-type: none"> Large gatherings such as assemblies or collective worship with more than one bubble group are not undertaken. 	✓	Guidance noted	
	<ul style="list-style-type: none"> Halls, dining areas and internal and external sports facilities for exercise may be used by single bubble groups with adequate cleaning between the groups. 	✓		
Pupil toilets	<ul style="list-style-type: none"> Wherever possible, individual groups of pupils (the bubble) are allocated their own toilets. This ideally would be their own toilet block. Alternatively, a set of cubicles and sinks could be divided into two where two classrooms share a single block and signage displayed (consider maturity of pupils in following these rules). 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. 	✓	Toilet protocols to be established with Year Group bubbles	LOW
Playground and school field	<ul style="list-style-type: none"> The school makes use of outdoor spaces to support delivery of the curriculum – outdoor education can limit transmission and more 	✓	Guidance noted	LOW

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	<p>easily allow for distance between pupils and staff.</p> <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>Guidance noted</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). 	<p>✓</p>	<p>National ventilation encouraged and used at all times in classrooms and areas used by more than one person.</p>	LOW
	<ul style="list-style-type: none"> Natural ventilation is used to help reduce the risk of spreading coronavirus: <ul style="list-style-type: none"> Opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors (note that this also has the benefit of reducing touch points). Opening external doors where there are no security concerns and where it doesn't create uncomfortable drafts. 	<p>✓</p>	<p>All of the indicated protocols followed</p>	
	<ul style="list-style-type: none"> To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate: <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) 	<p>✓</p>	<p>All of the indicated protocols followed</p>	LOW

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> ○ Providing flexibility to allow additional, suitable indoor clothing. ○ Rearranging furniture where possible to avoid direct drafts. 			
	<ul style="list-style-type: none"> ● Heating is used as necessary to ensure comfort levels are maintained particularly in occupied spaces. 	✓	All of the indicated protocols followed	
Breakfast and After School Clubs (Reference)	<ul style="list-style-type: none"> ● Where possible, breakfast club and after school provision is provided to help support the children of critical workers. 	✓	Breakfast club running – reduced numbers attending and spaced out into bubbles to reduce risk	
	<ul style="list-style-type: none"> ● Schools keep children within their day bubbles where possible in these clubs. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups. 	✓	After school provision not available in Spring 1 -will be reviewed for Spring 2 Guidance noted. Additional staff allocated	
Hiring out the school facilities	<ul style="list-style-type: none"> ● Risk assessments / covid-safe procedures are requested from external bodies or organisations such as external coaches or after-school or holiday clubs. In doing so, the schools should ensure that they complement the school's risk assessment measures and they have had due regard to any other relevant government guidance. 	✓		LOW
Operational issues				
Availability of staff	<ul style="list-style-type: none"> ● Trained staff are available to support pupil personal needs e.g. <ul style="list-style-type: none"> ○ lifting, use of hoists ○ intimate care ○ managing medical needs including medicines 	✓		LOW
	<ul style="list-style-type: none"> ● Sufficient Physical Intervention trained staff are on site (see “other issues” below) 	✓		LOW
	<ul style="list-style-type: none"> ● Contingency plans have been explored in the event that key members of staff are unavailable to work e.g. they are self-isolating. 	✓		
Supervision	<ul style="list-style-type: none"> ● Supervision ratios are met (for identified individual pupils) 	✓		LOW

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First Aid	• Adequate number of first aiders (FAW / EFAW) are on site.	✓		LOW
	• Adequate number of paediatric first aiders are on site.	✓	14 PFA onsite	
Catering	• Assurance has been obtained that the school's catering provider complies with the guidance for food businesses on coronavirus .	✓		LOW
Site Health and Safety Concerns (General)				
Legionella	• Rarely used outlets have been identified taking into account current usage of taps.	✓		LOW
Fire Procedures	• Fire drills are undertaken as normal.	✓	Applied with social distancing where practicable (last test 16.11.20)	LOW
	• No changes are required to the fire evacuation procedures apart from the assembly point is organised with 2 metre social distancing between the bubble groups. (Social distancing is not <i>required</i> during the evacuation between anyone and between members of the same bubble group at the assembly point).	✓		
Personal Health and Safety Concerns (General)				
Pupil Behaviour (Reference)	• The school behaviour policy has been updated to reflect the new rules and routines, setting clear, reasonable and proportionate expectations of pupil behaviour. These have been communicated to staff, pupils and parents/carers. The consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions have been set out clearly at the earliest opportunity. This is particularly the case when considering restrictions on movement within school and new hygiene rules (see also SEND section below).	✓	Discussed on INSET 01.09.20 The handling of children is only used as a very last resort, staff are well trained in the consistent use of de-escalation strategies that are documented in behaviour policy.	LOW
SEND pupils	• Individual pupil risk assessments are subject to regular reviews noting any behavioural changes with the pupil on site.	✓	Review dates set on all individual RAS – set for fortnightly reviews	

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	<ul style="list-style-type: none"> The school uses their best endeavours to secure the special educational provision called for by the pupils' needs. The school work with families to deliver an ambitious curriculum noting that they may not be able to access remote education without adult support. 	✓	Pastoral / SEND support team working closely with children in school and also those accessing via remote learning to offer very best level of support and guidance	LOW
	<ul style="list-style-type: none"> Appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. 	✓	Additional staff and arrangements in place to support identified children	
Staff welfare and staff redeployment	<ul style="list-style-type: none"> Governing boards and school leaders have regard to staff (including the Head Teacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. 	✓	Discussed with Board 16.07.20	LOW
	<ul style="list-style-type: none"> Schools have considered the potential concerns of staff who may be reluctant or anxious about being in school and the right support is in place to address this. This may include staff who have been in the clinically vulnerable health and BAME groups and 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. 	✓	Open discussion took place on first day back 0 INSET. HT sending regular communication to all staff about all matters COVID related and held individual meetings with all staff during Spring 1	
	<ul style="list-style-type: none"> Wellbeing support for all staff is in place and also for those that require additional support (ref: HR Trauma process and Bereavement Policy). 	✓		
	<ul style="list-style-type: none"> Telephone counselling services are available. 	✓	School Counsellor available	
	<ul style="list-style-type: none"> Appropriate support and contact is provided to staff who are home working, particularly for extended periods of time. https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips/ 	✓	Regular team meetings taking place each week with staff working from home via Teams. HT will ensure regular comms are sent out to all staff including those working from home	
	<ul style="list-style-type: none"> Teaching assistants may be deployed to lead groups or cover 	✓		

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	<p>lessons, under the direction and supervision of a qualified, or nominated, teacher</p> <p>Any redeployments are not at the expense of supporting pupils with SEND.</p> <ul style="list-style-type: none"> 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. <p>DfE has also published a range of resources, including case studies to support remote education and help address staff workload, this includes case studies on managing wellbeing.</p> <p>Where staff have been temporarily redeployed to different roles, they have the appropriate skills, expertise and experience to carry out the work.</p>	✓		LOW
Pupil welfare and mental health support (Reference)	<ul style="list-style-type: none"> The Wellbeing for Education Return programme and referrals to the local NHS children and young people's mental health service are made where pupils including vulnerable children are experiencing severe anxiety or depression as a result of the pandemic. The school has considered the provision of pastoral and extra-curricular activities to pupils, particular groups or individuals designed to: <ul style="list-style-type: none"> support the rebuilding of friendships and social engagement address and equip pupils to respond to issues linked to coronavirus support pupils with approaches to improving their physical and mental wellbeing <p>The school considers how they are working with school nursing services to support the health and wellbeing of their pupils.</p> The pandemic may lead to some pupils experiencing bullying, discrimination or harassment, for example due to their ethnicity or nationality, or perceived illness. 	✓	In place where necessary	LOW

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
Incident Reporting	<ul style="list-style-type: none"> A case of disease is recorded via the school’s incident reporting system and to the HSE (via RIDDOR) where a confirmed diagnosis of COVID-19 is likely to have been caused by an occupational exposure, that is, whether or not there is reasonable evidence that a work-related exposure is the likely cause of the disease. https://notifications.hse.gov.uk/riddorforms/Disease (Contact your Safety Adviser for advice) 	✓	Noted	LOW
Safeguarding	<ul style="list-style-type: none"> DSL or a deputy always available during school hours for staff.† (Note the potential for school leaders to self-isolate) 	✓	3 DSL on site typically	LOW
	<ul style="list-style-type: none"> DSLs (and deputies) are provided with more time to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children’s social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. 	✓	3 DSL Staff are all currently non-teaching roles	LOW
	<ul style="list-style-type: none"> When a vulnerable child is asked to self-isolate, schools notify their social worker (if they have one). 	✓	System in place to ensure this happens through the DSL / Pastoral support team	
	<ul style="list-style-type: none"> If vulnerable children do not attend, the school: <ul style="list-style-type: none"> works together with the LA and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance considering the child’s circumstances and their best interests work together with the LA and social worker (where applicable) and other relevant partners to encourage the child or young person to attend educational provision, particularly where the social worker agrees that the child or young person’s attendance would be appropriate Where schools grant a leave of absence to a vulnerable child they will speak to parents and carers, and social workers (where applicable) to explore the reasons for this and any concerns raised. The discussions should focus on the welfare of the child or young person and ensuring that the child or young person is able to 	✓	Regular communication is being made in such cases and visits to home address also made to ensure child is safe and able to access remote learning – devices / paper packs made available where needed.	

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
	access appropriate education and support while they are at home. <ul style="list-style-type: none"> Where providers have had to temporarily stop on-site provision on public health advice, they inform the LA to discuss alternative arrangements for vulnerable children and young people and work towards welcoming back pupils as soon as possible, where feasible to do so. 			
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 not attending school. 	✓	FSM children are being provided with hot meal on site and voucher scheme in place for those working remotely	
Reviews	<ul style="list-style-type: none"> Regular reviews are undertaken on the effectiveness of the control measures and plans and changes are made accordingly. The school follows any forthcoming instructions from the employer, government advice, and national or local directions from Public Health England. 	✓		LOW
	<ul style="list-style-type: none"> Updates are highlighted on the risk assessment and shared with staff. 	✓	Updates provided to staff	LOW
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 They have read and understood the resources from the Primary portal. 	✓	Head Teacher and Business Manager are in roles of COVID-19 co-ordinators All resources have been read and shared with staff. Webinars run by DfE attended by both co-ordinators	
	<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.) 	✓	Detailed information booklet provided to all staff	

	<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>	✓	Test days :Monday and Thursday weekly
	<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 the requirements of the national lockdown, and they must continue observing 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. 	✓	Staff made aware of all of the information relating to outcomes of LFTs
	<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 	✓	All results are logged by staff as required by the guidance and appropriate action taken in the instance of a positive or two void tests – staff member isolates and books PCR test.
	<ul style="list-style-type: none"> Necessary records of testing are kept. 	✓	As above

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

† Designated safeguarding leads (DSLs)

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

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

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

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

Reference Websites:

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

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