

School/Academy:	Glade Hill Primary and Nursery School	Date of assessment	1 st March 2021	
Who might be harmed?	Pupils, staff, visitors and contractors	How many are affected?	Whole School	
Lockdown Easing Status:	Step One (From 8th March) (All schools will reopen)			
Reference Document:	DfE: Schools coronavirus (COVID-19) operational guidance (February 2021)			
Date	Summary of school position (include numbers of staff working from home / shielding, bubble sizes)			
11 th January 2021	Numbers of pupils substantially higher than first lockdown, all children of critical workers, vulnerable, EHCP and identified pupils in school. Some part time, others full time. Staff working a rota 1 week in 1 week working from home.			
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. 	/	Shared with staff, 24.7.20, Inset day, or Admin day 1 st /2 nd September 2020. This risk assessment will be shared at the business meeting on Tuesday 19 th January 2021. Updates in CPD 2021. Update CPD Tuesday 2 nd March in readiness for all pupils return on 8 th March 2021	L
	<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. 	/	Reviewed through team meetings/CPD/Cross-over briefings.	
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 	/	All signage in place, letter to parents about H&S protocols for entering and exiting	L

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	for children old enough not to touch staff and their peers where possible. Signage is installed wherever necessary as a reminder.		site including timings, all relevant control measures communicated. Pdf version on school website	
	<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). 	/	Added to website during the summer. Amended risk assessment (national lockdown) added.	
	<ul style="list-style-type: none"> Parents' are reminded, where necessary, of their duty to secure their child's regular attendance at school (unless they have symptoms, are a close contact of someone who has symptoms / tested positive or are shielding) and that the school has the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct. 	/	Compulsory attendance through all correspondence and Kevin Meredith Attendance and Improvement Officer to visit those families who do not attend.	
Employer	<ul style="list-style-type: none"> The completed risk assessment (v.5) is shared with the Governing Body and employer. 	/	On Governor hub for governors to comment and approve. 2 weekly virtual meeting with Chair and HT. GB meeting March 15 th 2021	L
Trade Unions	<ul style="list-style-type: none"> The completed (v.5) risk assessment is shared with the recognised Trade Unions following sharing with the school's Governing Body. (Do not include names where any personal details are recorded). 	/	Shared with relevant trade unions.	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.</p>	/	<p>Communicated via parent letter to all those attending school. Visitor protocol shared at reception including any deliveries.</p> <p>Staff vigilant re symptoms – immediate separation to designated area of school – PPE applied. Parents informed immediately to collect. Staff area</p>	M

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	<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. 	/	<p>highlighted also if symptomatic. Admin to ensure all parents details are up to date and ring for child to be collected ensuring social distancing in reception. Communicated via preparation staff mtg Parents One parent attending with each child Letter Visitors Signage on 3x entry points to school for any essential contractors / visitors Children – expectations communicated via parent letter Staff vigilant re parents / children / contractors displaying any symptoms, report to SLT immediately.</p> <p>Attendance Policy updated to include Head teacher decision to refuse entry of child displaying symptoms of Virus in order to protect school community.</p>	
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/ 	/	Through correspondence and posters	L
Preventing persons who are at a higher risk of carrying the virus attending school	<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 	/	Staff informed.	L

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Reference	<p>workplace.</p> <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. • Records are kept of such visits. 	/	Attendance Policy, further information given to parents and Attendance Officer.	
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) • Contractors undertaking statutory testing and emergency and routine repairs are permitted on site. They are advised to arrange visits outside of the school day where possible and avoid arriving and leaving site during pupil pick up and drop off times. The number and duration of face to face contacts with adults is limited as far as possible (e.g. less than 15 minutes in one day). 2 metre social distancing protocols are followed. • 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 	/	<p>All staff necessary for effective school operation will be in school. All staff meetings via TEAMS/Zoom or in the hall where more space and social distancing can be maintained.</p> <p>Added to inventory signing in system. Verbal instruction given by office staff. Visitor protocol shared with all visitors.</p> <p>All contractors on site before children arrive before 8.30am or after children leave from 3.30.pm.</p> <p>Nottingham music service, not now attending school, remote learning can take place. Inclusion leader to advise of visits and rooms available. All signed in</p>	L

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	with SEND provide interventions as usual.		appropriately.	
	<ul style="list-style-type: none"> The school continues hosting initial teacher training (ITT) trainees. Trainees continue to go into their school or college on placement to support teaching and also support schools in other ways, including supporting remote education, developing lesson materials and offering pastoral support. 	/	No trainees at present.	
	<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. 	/	Reception area screened and staff including site management aware of visitor protocols, no external coaches or extra curricular visits currently, swimming still being negotiated. Risk assessments shared with essential visitors.	
	<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. 	/	Parents: One parent attending with each child Letters Visitors Signage on 3x entry points to school for any essential contractors / visitors Children – expectations communicated via parent letter Staff vigilant re parents / children / contractors displaying any symptoms, report to SLT immediately	
	<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). 	/	No appointments offered in school building. All conversations conducted via phone / email Any meeting which needed and pre-arranged adhere to 2-metre social	

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	<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. 	/	distancing and only if absolutely necessary, Essential visitors only – contractors – office staff aware, by prior appointment if essential. Inventory sign in through prior arrangement only No access to rooms where children. Avoid entry / exit time	
	<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. 	/	Governor meetings held virtually in the Autumn term, already timetabled, all training and monitoring visits held virtually.	
	<ul style="list-style-type: none"> Schools do not host any performances with an audience. The school considers alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission. 	/	No current plans	
	Persons at higher risk of becoming seriously ill	<ul style="list-style-type: none"> Clinically extremely vulnerable staff are advised not to attend the workplace. CEV individuals are those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list). Staff who are identified as clinically extremely vulnerable should follow the published guidance. The school has reviewed the list of staff who are identified as CEV, noting that the NHS have recently added individuals they after undertaking their NHS COVID-19 Population Risk Assessment. Even when CEV staff have had both doses of the vaccine, they should continue to follow this shielding advice until further notice. See also staff welfare. 	/	

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	<ul style="list-style-type: none"> • Clinically extremely vulnerable pupils are currently advised not to attend school. Copies of the shielding letter sent to CEV children are requested if necessary. 		CoG. First Vaccine administered. SENCo to discuss return to school of complex medical children who have been shielding and will complete RA/Guidance from SEND team. All children will return to Nurture Group which is separate.	
	<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. 	/	Continue to inform staff.	
	<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. 	/	All staff clinically vulnerable and BAME will meet with HT to remind about RA and social distancing and hand hygiene. Continue to review	
	<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. 	/	All usual measures in place, hand hygiene and social distancing. No staff member asked to ‘shield’ in latest guidance.	
	<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 	/		

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	prevention practice in the workplace and home settings.			
School Visits	<ul style="list-style-type: none"> The school notes that the DfE advises against educational visits at this time. 	/	All cancelled no visits undertaken. Consider any outdoor visits and risk assess as necessary	L
Undertaking CPR	<ul style="list-style-type: none"> The following information has been shared with school first aiders: Resuscitation Council UK Statement on COVID-19 in relation to CPR and resuscitation in first aid and community settings www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm “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” 	/	All first aiders have copy of statement on covid-19, guidance on public health England for first time responders.	L
Persons becoming symptomatic whilst in school	<ul style="list-style-type: none"> If anyone in the school becomes unwell with: <ul style="list-style-type: none"> a new, continuous cough or a high temperature or has a loss of, or change in, their normal sense of taste or smell (anosmia) they must: <ul style="list-style-type: none"> be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus. <p>Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.</p>	/	Locations where pupils could be isolated: 2 rooms identified.	M
	<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 	/	Available to all staff	

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	<ul style="list-style-type: none"> ○ eye protection if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting. • If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. 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. • Records of persons with symptoms consistent with coronavirus are kept (ref: tracker). 		<p>Staff aware via First Aid preparation meeting. SBM (premises) manager / site manager and cleaners aware of guidance.</p> <p>Share latest guidance for new staff and review during CPD meetings throughout National lockdown</p> <p>Tracker kept by Admin staff</p>	
Test and Trace	<ul style="list-style-type: none"> • The latest NHS/PHE test and trace information has been shared with staff and parents. In particular, parents are encouraged to get tests for their children if they develop symptoms. • The school understands the purpose of the school's own home test kits, has decided who makes the decision to offer the kit when they have a stock and by what criteria: "You should only offer a home test kit to individuals who have developed symptoms while at school (or to their parent or carer if it is a pupil) in the exceptional circumstance that you believe they may have barriers to accessing a test elsewhere, and that giving them a home test kit directly will therefore significantly increase the likelihood of them getting tested." Note that to book a test at a centre they will need their own transport (or walk). To book either a test at a centre or to request a home test kit access to the internet and mobile phone is required, or by telephoning NHS on 119. • Swift action is taken when you become aware that someone who 	/	<p>All information shared with staff, posters around school. HR guidance shared also.</p> <p>10 kits received- will be offered to families in exceptional circumstances.</p> <p>Admin team/HT responsible for contacting</p>	L

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	has attended school has tested positive for coronavirus (ref. symptom summary sheet v.6)		appropriate agencies.	
	<ul style="list-style-type: none"> • Staff and parent telephone numbers are checked for accuracy. 	/	All contact details updated and checked.	
	<ul style="list-style-type: none"> • Contact details, are kept of all other visitors to the school, including where possible, personal phone numbers. 	/	Signing in inventory and contact details logged	
	<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. <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>	/	All pod staffing and attendance logged daily. Staff reminded of the need to continue to be vigilant during breaks, lunch time etc to maintain social distancing as much as possible to use phones in classrooms for any assistance needed.	
	<ul style="list-style-type: none"> • 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) <p>Note that the Bluetooth capabilities of the contact tracing app can go through walls (consider classrooms where the teaching areas are back to back).</p>	/	Staff aware of guidance. All staff complying.	
<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). 	/	Staff briefings to remind all about protocols and staff reporting any symptoms.		
Lateral Flow Testing (LFT)	<ul style="list-style-type: none"> • School staff have been appointed a "COVID-19 Coordinator" who will be responsible for: 	/	Anna Stapleton, AHT, SENCo	L

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	<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>They have read and understood the resources from the Primary portal.</p>			
	<ul style="list-style-type: none"> ● The school has provided information to staff about the purpose and the process of the lateral flow testing including the recording of results. They are encouraged to take part. (See step 5 and model letter from the Govt. resources.) 	/	All staff briefed 26.1.21	
	<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. ● The two test days have been decided (3-4 days apart). (It is recommended that one of these test days is Monday.) 	/	Test days: For most staff will be Sunday evening and Wednesday evening. Staff to report positive tests to H/T and SENCo and follow advice given in staff CPD Tuesday 26 th January 2021	
	<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. 	/	See above. All guidance and training given to staff.	
	<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 			

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	<ul style="list-style-type: none"> Necessary records of testing are kept. 	/		
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 <p>Note: Electric hand dryers may be used in schools</p>	/	<p>Prompt sheets given to all staff identified</p> <p>Soap and water entry to school, before after outside times, before/after lunch. Sanitiser used at other points. Supervision with 2 m distance. More hand washing stations ordered for September when more children will be in school.</p> <p>March re-opening continue with routines.</p>	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. 	/	Communicated to all staff and parents.	
	<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. 	/	Communicated to parents.	
	<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. 	/	<p>Posters in every pod space and toilet area</p> <p>Children verbally reminded re good hygiene</p>	

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	<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. 	/	All and washing measures currently in place will be continued during full re-opening with extra washing facilities and resources.	
	<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. 	/	PHS/Cleaning staff all protocols in place and will continue	
	<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. Site staff / cleaners wash their hands after emptying the bins. 	/	All resources already in use will continue in the Autumn term. PHS on site before children arrive as current practice.	
	<ul style="list-style-type: none"> Schools that have not had a lengthy closure: A full deep clean of the premises should not be necessary unless it has been required by Public Health England. However, all touch surfaces should be given priority for cleaning, as should have been the case during the partial opening. 	/	Usual routines of cleaning by site management team will continue in the Autumn term and additional surface and touch points by class-based staff.	

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	<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>	/	As above. Enhanced cleaning throughout day apart from unoccupied areas. Rota includes changing classrooms over a weekend to ensure more robust cleaning.	
	<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. 	/	All payments requested online or in envelopes and delivered to the admin team. All protocols adhered to.	
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 	/	Continuation of current practice, soft furnishing already stored separately	L
		/	Continuation of current practice, stored elsewhere	
		/	Continuation of current practice Children have own trays or stationery packs on tables. Resources not shared in KS1/KS2 EYFS where resources may be shared, these are cleaned afterwards and children hand wash.	

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	should be purchased in the dilution ready for use, kept in the original bottles and stored securely within the classroom.			
	<ul style="list-style-type: none"> Teachers wash or sanitise their hands before and after handling pupils' books. 	/	Continuation of current practice.	
	<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. 	/	Each child has own resources pack and not shared as current practice maintained in Autumn term	
	<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. 	/	Continuation of current practice, Minimal resources used and cleaned afterwards. Surfaces cleaned at lunchtime after eating and daily cleaning routine as normal.	
	<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. 	/	Continuation of current practice, all PE equipment per pod and cleaned as necessary	
	<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. 	/	Continuation of current practice – essential equipment only, see parent letter	
	<ul style="list-style-type: none"> The amount of shared resources that are taken home are limited. 	/	No resources taken home, homework online, no reading books/diaries taken home	
	<ul style="list-style-type: none"> Ensure that reusable drinking cups are not shared between pupils. Consider replacing reusable drinking cups with disposable cups. 	/	Own labelled water bottle plus disposable drinks cups	
	<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 	/	Continue to remind staff for Autumn term	

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>staff have to flush nursery toilets.</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. 	/	All available, and being used. RA for medical procedures will be completed by SENDCo following advice from specialist teams.	L
<ul style="list-style-type: none"> Training and instruction have been provided for the putting on, removing and disposal of PPE. 	/	Training for enhanced PPE		
<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. 	/	RA being completed with SENCo and professionals for children with complex medical needs, further PPE identified and available, continue to review and speak with medical professionals		
<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 	/	2 staff trained - PPE equipment to administer tracheostomy care for 1 child who will be returning in the Autumn term. Room Identified and used only for this purpose.		
<p>Face coverings in school</p> <p>(Face coverings are instead largely intended to protect others, not the wearer, against the spread of infection because they cover the</p>	<ul style="list-style-type: none"> Face coverings (or only where necessary for communication purposes - transparent face coverings) are worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Face visors or shields are not worn as an alternative to face coverings. Note that some individuals are exempt from wearing face coverings. 	/	<p>Social distancing possible in all areas. PPE available, including SEND and First aid staff.</p> <p>Primary children and staff are not expected to wear face coverings. Children</p>	L

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nose and mouth, which are the main confirmed sources of transmission of virus that causes coronavirus infection)	Face coverings are not necessary in the classroom even where social distancing is not possible.		encouraged to leave face coverings with parent on entry if wearing one. Parents reminded of guidance.	
	<ul style="list-style-type: none"> Staff will now have access to face coverings due to their increasing use in wider society. However, in the event that the Head Teacher recommends face coverings in circumstances identified above and where staff or visitors are struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, a small contingency supply available to meet such needs. 	/	Contingency supply available.	
	<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 	/	On notice boards	
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. 	/	Doors are open, if possible fire doors/outside doors will remain open during the day where there are pods of children. Staff aware of Fire Protocol	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. 	/	Signing in will be paper inventory with all details for track and trace	
	<ul style="list-style-type: none"> Consider whether drinking fountains need to be taken out of action. 	/	Classroom drinking fountains out of action	
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 		N/A	L

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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. 	/	Transition videos on website and parent communications	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. 	/	Parents/carers’ drop-off and pick-up protocols that minimise adult to adult contact are in place.	
	<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 	/	Share safer travel guidance with parents and staff who travel by 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. 	/	No staggered start and end of the school day due to smaller numbers.	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. 	/	Parents/carers are advised not to congregate in groups on, or directly outside the school premises. / Advised via parent letter. Strictly controlled entry and exit protocol in place, one-way system encouraged with markings. Staff will manage the playground to ensure controls are adhered to	
	<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. 	/	Pupils restricted to separate outside spaces and equipment for each pod/class	
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. 	/	2M marking in place coned areas for ease of understanding with staff members directing parents through appropriate gates	L

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	<ul style="list-style-type: none"> Consider marking the floor of the foyer with tape at 2 metre intervals, and in doing so identify how many individuals (or pairs of individuals from the same household) can safely be present in the foyer at any one time. Instructional signage is displayed. Office staff to only allow this identified number into the foyer in at any one time – the front entrance door will need to be on the door entry control system if installed. 	/	Only 2 people in foyer at any one time – signs in place, screens erected on reception counter	
	<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) 	/	See through screens	
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. 	/	1 metre plus distance and other working spaces available. Rota for admin staff also.	
	<ul style="list-style-type: none"> The office layout has been examined such that workstations that are usable at the same time (i.e. 2 metres apart) have been identified. 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). 	/	Side by side working or back to back in current office	L

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	<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. 	/	All GB meetings/SIA meetings arranged remotely	L
	<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). 	/	Staff meeting in small teams in the hall or spaces where social distancing measures can be adhered to	
	<ul style="list-style-type: none"> Pens, documents and other objects are not shared. 	/	Yes	
	<ul style="list-style-type: none"> Hand sanitiser is provided in meeting rooms. 	/	All in corridors or in classrooms	
	<ul style="list-style-type: none"> Meetings are held outdoors or in well-ventilated rooms whenever possible. 	/	Yes	
	<ul style="list-style-type: none"> For areas where regular meetings take place, floor signage is used to help people maintain social distancing. 	/	Yes	
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. 	/	Breaks/lunchtimes staggered and use of staff room by minimum number other spaces e.g. hall space used for larger meetings. Chairs in staffroom taped off to allow for social distancing.	L
	<ul style="list-style-type: none"> Notices promoting hand hygiene and social distancing are visibly placed in the staff room. 	/	All signage updated for Autumn term	
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. 	/	No movement within main school building of pupils unless with class pod, external doors used for entry and exit to outside spaces	L
	<ul style="list-style-type: none"> Consider one-way circulation, or place a divider down the middle of 	/	N/A	

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	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. 	/	All pods staffed by 2 staff max of 2 adults in room at any one time. (See staffing timetable/rota) – subject to change as pods increase, or if adults are absent	L
<ul style="list-style-type: none"> There is no need for class sizes to be adjusted from the usual size. Bubbles of an appropriate size to achieve the greatest reduction in contact and mixing are defined. These do not affect the quality and breadth of teaching or access for support and specialist staff and therapists. The following is noted: Using small groups reduces the transmission risk but can restrict the normal operation of education and present educational and logistical challenges. However, when using larger groups, the other measures from the system of controls become even more important. 	/	Normal class sizes, year group bubbles for lunch times/play times and small groups for interventions/catch up provision.		
<ul style="list-style-type: none"> Ideally, adults maintain a 2-metre distance from each other, and from children. This is more important where staff need to move between groups. This will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support are provided as normal. This is not likely to be possible with younger children however teachers can still work across groups if that is needed to enable a full educational offer. Social distancing should be encouraged between pupils wherever possible if this doesn't adversely affect learning. 	/	Teaching approaches have been discussed that keep a distance from children in class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important, CPD will include strategies to engage learners from the front		
<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, however 	/	Teachers and TAs will continue to be in their classes remembering RA controls.		

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	<p>where they do so, social distancing becomes more important.</p> <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. 	/	Classes/ Year groups do not mix with other classes/Year groups other than in the dining hall spaced out and on the playground.	
		/	Outside entrance and exit doors	
		/	As normal opening practice	
		n/a	N/A	
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. Middy 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). 	/	Lunches now served in the upper school hall with a pod/bubble rota. EYFS/Y1 lower school hall same. Spaces maintained and social distancing maintained. Middy Supervisors remain with the same bubble weekly.	L
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 	/		L

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	<p>down areas</p> <ul style="list-style-type: none"> o P112 Practical activities for children in locally locked down 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. Competition between different schools do not take place, in line with the local restrictions on grassroots sport. • 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. 	/	<p>All pupils timetabled PE in hall/outside in bubble groups.</p> <p>Large outdoor spaces timetabled and pods isolated by cones. Non-contact PE curriculum.</p> <p>All curriculum learning can be outside and spaces timetabled, weather dependent</p> <p>Social distancing adhered to.</p> <p>Each pod has own equipment and will be cleaned as necessary.</p> <p>All spaces allocated and timetabled including trim trail and adventure, four days on per pod, 3 days off to allow for quarantine between uses.</p>	L
Curriculum: Music, dance and drama in school	<ul style="list-style-type: none"> • Music, dance and drama continues as part of the school curriculum, noting that there is an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance 		Nottingham Music service risk assessment.	L

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PHE Safer Singing Reference	or drama takes place.		No whole school assemblies – class assemblies only. All guidance shared.	
	<ul style="list-style-type: none"> Singing, wind and brass playing do not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained. In smaller groups strict social distancing is observed. 	/	Nottingham Music Service in line with new guidance. Speak with Hannah Barrs.	
	<ul style="list-style-type: none"> Particular care is taken in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama. 	/	Staff reminded of guidance and how to continue to sing outside or in hall spaces or in small groups in well ventilated spaces.	
	<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. 	/	Videos used for teachers to teach singing or singing/music outside or in hall times.	
	<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. 	/	Hall space timetabled. All windows open. Outdoor spaces timetabled.	
	<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 	/	No instruments currently being used.	

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	equipment, especially if being used by more than one person.			
	<ul style="list-style-type: none"> The number of suppliers when hiring instruments and equipment is limited. Hired equipment, tools or other equipment is cleaned on arrival and before first use. 	/	Nottingham Music service	
School hall	<ul style="list-style-type: none"> Large gatherings such as assemblies or collective worship with more than one bubble group are avoided. 	/	Class based assemblies/collective worship	
	<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. 	/	Break out spaces timetabled if necessary	L
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 facilities allocated and more hand washing resources ordered	L
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. 	/	Large outdoor facilities including field and wooded area used as often as possible	
	<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. 	/	Separate equipment bags for each pod/class and cleaned when possible	L
	<ul style="list-style-type: none"> Pupils playing outside are encouraged to undertake non-touch activities wherever possible. Groups of pupils do not mix. 	/	No contact where possible	
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 	/	Systems in place in office, and 3 classrooms.	L

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	<p>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> <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. • 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. ○ Rearranging furniture where possible to avoid direct drafts. • Heating is used as necessary to ensure comfort levels are maintained particularly in occupied spaces. 	/	<p>Windows in classrooms remain open during the day</p> <p>Windows and doors open during the day where possible</p> <p>Boilers managed by Site team</p>	
Breakfast and After School Clubs (Reference)	<p>From 8th – 29th March:</p> <ul style="list-style-type: none"> • Parents and carers will only be able to access settings for certain essential purposes. Before and after school provision including allowed indoor and outdoor sports (see Sport section) to support pupil's wider education is provided to: <ul style="list-style-type: none"> ○ vulnerable children and young people 	/	Early drop off for identified families but Breakfast club under review because of space, but bagels served to all pods during the morning	L

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	<ul style="list-style-type: none"> ○ other children, where the provision is: <ul style="list-style-type: none"> - reasonably necessary to enable their parents and carers to work, search for work, undertake education or training or - so that they attend a medical appointment or address a medical need, or attend a support group. 			
	<p>From 29th March:</p> <ul style="list-style-type: none"> ● Outdoor provision is made available to all children, without restrictions on the purpose for which they may attend. ● Indoor provision is made available to: <ul style="list-style-type: none"> ○ vulnerable children and young people ○ children on free school meals, where they are attending as part of the DfE's holiday activities and food programme ○ other children, where the provision is: <ul style="list-style-type: none"> - reasonably necessary to enable their parents and carers to work, search for work, undertake education or training, or attend a medical appointment or address a medical need, or attend a support group. 	/		
	<ul style="list-style-type: none"> ● Schools keep children within their day bubbles where possible in these clubs. Siblings may be kept together. If it is not possible to maintain bubbles being used during the school day then small, consistent groups are used. <p>Decisions on group sizes in the setting are based on:</p> <ul style="list-style-type: none"> ○ the current government guidance on social distancing ○ the ability of the children in attendance to maintain social distancing and practise hand hygiene ○ the age of the children in attendance ○ nature of your activity or provision (for example, static, classroom set-up rather than an activity that requires a range of movement) ○ the size or layout of your premises ○ the ability to ventilate your premises effectively with fresh air 	/	Continue to review during Spring term and weather improves. No after school clubs currently because of mixing groups of children from different classes/pods. Use of school facilities during holidays being discussed.	
	<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: 			

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	<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. 	/	Risk Assessments checked.	
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. 		Trained staff and specialist support sought	
			Staff trained and PPE equipment available, high profile children staggered start or pt timetable may be considered	L
			Two p/t members of site staff currently on site, one member would need to be on site full time.	
Supervision	<ul style="list-style-type: none"> ● Supervision ratios are met (for identified individual pupils) 	/	Any children requiring more support identified and RA completed	L
First Aid	<ul style="list-style-type: none"> ● Adequate number of first aiders (FAW / EFAW) are on site. ● Adequate number of paediatric first aiders are on site. 	/	Staff current first aid qualified, more training identified Autumn/Spring 20/21	L
		/	Paediatric trained staff in all areas of school, EYFS, KS1 KS2	
Medication	<ul style="list-style-type: none"> ● Necessary pupil medication has been returned to school. 	/	Asthma inhalers parents reminded for Autumn term	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
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. 	/	RA seen from catering	L
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. 	/	Second Element continue to do checks.	L
Fire Procedures	<ul style="list-style-type: none"> Fire drills are undertaken as normal. 	/	Normal timetable	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). 	/	All fire evacuation procedures reviewed and amended if necessary	
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). 	/	Current amendment in place and will continue throughout restrictions	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). 	/	SENDCo liaising with parents of children with additional needs and LA for individual RA if necessary.	L

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	<p>Pupils who use saliva as a sensory stimulant or who struggle with hand hygiene may also need more opportunities to wash their hands.</p> <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. 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 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. 	/	<p>No changes anticipated to children with EHCP – all in school but other children with additional needs or present with anxiety will be identified and interventions planned.</p> <p>All planned and staff aware.</p> <p>As above</p>	
Staff welfare and staff redeployment	<ul style="list-style-type: none"> Governing boards and school leaders have regard to staff (including the Head Teacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. Schools have considered the potential concerns of staff who may be reluctant or anxious about returning to school and the right support is in place to address this. This may include staff who are in health categories, in BAME groups or families that have been personally affected. The school has discussed their concerns and provide reassurance 	/	<p>Information given to staff ongoing and reminded on Inset day and in staff handbook Autumn term</p> <p>All staff back at the moment, all concerns and information given for support for individual staff. All staff aware of agency support available. Mental Health Leader takes on responsibility for signposting all</p>	L

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	<p>of the measures they are putting in place to reduce the risk in school.</p> <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). Telephone counselling services are available. 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/ 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>staff.</p> <p>Shared. As above.</p> <p>Counselling/PAM Assist shared</p> <p>Contact by SLT and Year group partner.</p> <p>Pod/Class groups staffing enable regular breaks including PPA for teachers in the afternoons</p> <p>All staff consulted on any change of year group/pod, staffing allows for avoidance of unmanageable workload pressures</p>	
Pupil welfare and mental health support (Reference)	<ul style="list-style-type: none"> Where pupils, parents and households are reluctant or anxious about attending school their concerns are discussed and reassurance provided on the measures you are putting in place to reduce any risks. Pupils may include those who: <ul style="list-style-type: none"> have themselves been shielding previously but have been 	/	<p>Communications will be positive. Learning Mentor, MH first aid trained . TA available. Kevin Meredith Attendance and Improvement Officer visit families to</p>	L

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	<ul style="list-style-type: none"> ○ advised they no longer need to shield ○ live in a household where someone is clinically vulnerable (CV) or CEV ○ are concerned about the possible increased risks from coronavirus ● Pupils are identified who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them, putting particular emphasis on: <ul style="list-style-type: none"> ○ disadvantaged and vulnerable children ○ pupils who were persistently absent prior to the pandemic ○ pupils who have not engaged with school regularly during the pandemic ○ Ref: Wellbeing for Education Return programme ● The school considers pastoral and extra-curricular activities to: <ul style="list-style-type: none"> ○ support the rebuilding of friendships and social engagement ○ address and equip pupils to respond to issues linked to coronavirus ○ support pupils with approaches to improving their physical and mental wellbeing ● Pastoral support is offered to pupils who are: <ul style="list-style-type: none"> ○ self-isolating ○ shielding ○ vulnerable ● The pandemic may lead to some pupils experiencing bullying, discrimination or harassment, for example due to their ethnicity or nationality, or perceived illness. This is monitored and appropriate proactive and reactive measures taken. 		reassure.	
	<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 	/	Curriculum will reflect pastoral and outdoor learning including Forest school activities. Keep under review	
	<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. 	/	All staff monitor in-line with policies	
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 	/	Homework packs/remote learning packs to be provided. Remote Education Policy written and shared with all staff and parents. Remote	L

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	<p>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:</p> <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 <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 <p>A named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education is appointed.</p>		<p>Education Leader monitoring all home education.</p> <p>Remote Education Lead:</p>	
<p>Training certificates that have expired during the partial closure.</p>	<ul style="list-style-type: none"> • Expired group and individual training certificates have been identified. Some training may be available via virtual learning (Teams, Zoom, Meet) Some refresher requalification training may be available via eLearning. • FAW or EFAW certificates that expired after 16 March 2020 can remain valid until 31 October 2020 or 6 months from date of expiry, whichever is later. All requalification training for these certificates should be completed by 31 March 2021. The validity of current paediatric certificates first aid certificates which expired on or after 16 March 2020 can be extended to 25 November 2020 at the latest. 	/	<p>Some training accessed remotely, safeguarding, and any further training needed for specialist provision remote available for staff</p> <p>Current first aid qualification for a number of staff, further training dates sought</p>	L

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	<ul style="list-style-type: none"> For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training. 	/	All DSLs current training in date	
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) 	/	Reporting through SBM, Chair of Governors informed	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) 	/	3 DSLs available on site, rota ensures 2 every day.	L
	<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. 	/	Safeguarding training up to date. New staff supported with systems	
	<ul style="list-style-type: none"> If a vulnerable pupil is required to self-isolate, the school: <ul style="list-style-type: none"> notifies their social worker (if they have one) agrees with the social worker the best way to maintain contact and offer support checks if a vulnerable pupil is able to access remote education support supports them to access it (as far as possible) regularly checks if they are accessing remote education 	/	DSLs monitor absence of vulnerable pupils, all staff monitor new concerns on My Concern and alert DSLs. Social Worker engaged for those children with social work involvement Children with Social Workers in school, those not in school continuing to speak with Social Care and providing home 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. 	/	Vouchers being provided	L

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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. 	/	Continue to monitor latest guidance and make necessary changes through review	L
	<ul style="list-style-type: none"> Updates are highlighted on the risk assessment and shared with staff. 	/	Emailed to all staff and updated on Governor hub and school website.	

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

Reference Websites:		
<ul style="list-style-type: none"> 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) Loretta Sheppard	SIGNED Loretta Sheppard	DATE 1.3.21