

<b>School/Academy:</b>	Glade Hill Primary and Nursery School	<b>Date of assessment</b>	1 <sup>st</sup> September 2020	
<b>Who might be harmed?</b>	Pupils, staff, visitors and contractors	<b>How many are affected?</b>	Whole School	
<b>Reference Documents:</b> <a href="#">Guidance for full opening - schools (5<sup>th</sup> November 2020)</a> <a href="#">Education and childcare settings: New National Restrictions from 5 November 2020</a>				
<b>Hazard Aspect</b>	<b>Possible control measures</b>	✓ if in place ✗ if not or n/a	<b>Where:</b> ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	<b>Residual Risk rating</b> High, medium, low
<b>Communication</b>				
Staff	<ul style="list-style-type: none"> <li>This completed risk assessment is shared with staff. Signatures are obtained.</li> </ul>	/	Shared with staff, 24.7.20, Inset day, or Admin day 1 <sup>st</sup> /2 <sup>nd</sup> September 2020	L
	<ul style="list-style-type: none"> <li>Staff are encouraged to give regular feedback on the effectiveness of these control measures and plans, share suggestions and identify additional touch points.</li> </ul>	/	Reviewed through team meetings/CPD	
Parents/carers, pupils and visitors	<ul style="list-style-type: none"> <li>The relevant control measures from this risk assessment are communicated to parents, carers, pupils and visitors. This includes for children old enough not to touch staff and their peers where possible. Signage is installed wherever necessary as a reminder.</li> </ul>	/	All signage in place, letter to parents about H&S protocols for entering and exiting site including timings, all relevant control measures communicated. Pdf version on school website	L
	<ul style="list-style-type: none"> <li>If possible a pdf version of this completed risk assessment published on the school's website to provide transparency of approach to parents, carers and pupils. (Do not include names where any personal details are recorded).</li> </ul>	/	Added to website during the summer.	
Employer	<ul style="list-style-type: none"> <li>This completed risk assessment is shared with the employer following approval by the school's Governing Body.</li> </ul>	/	On Governor hub for governors to comment and approve. Meeting arranged for summer, CoG can be contacted throughout summer.	L
Trade Unions	<ul style="list-style-type: none"> <li>This completed risk assessment is shared with the recognised Trade Unions following approval by the school's Governing Body. (Do not include names where any personal details are recorded).</li> </ul>	/	Shared with relevant trade unions.	L

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<b>Contracting / transmitting Covid-19</b>				
Preventing symptomatic persons attending school	<ul style="list-style-type: none"> <li>• Pupils, parents / carers and any visitors, such as suppliers, are informed not to enter the school if they are displaying any symptoms of coronavirus:                             <ul style="list-style-type: none"> <li>○ a new, continuous cough</li> <li>○ <b>or</b> a high temperature</li> <li>○ <b>or</b> has a loss of, or change in, their normal sense of taste or smell (anosmia)</li> </ul> </li> </ul> <p><a href="#">PHE Campaign posters are available here.</a></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 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.</p> <p>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>	M
	<ul style="list-style-type: none"> <li>• For noting: In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect</li> </ul>	/	Attendance Policy updated to include Head teacher decision to refuse entry of child displaying symptoms of Virus in order to protect school community.	

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	their pupils and staff from possible infection with coronavirus.			
Reducing the number of persons on site	<ul style="list-style-type: none"> <li>Most staff are expected to attend school. It remains the case that wider government policy advises those who can work from home to do so. This will not be applicable to most school staff, but where a role may be conducive to home working for example, some administrative roles, school leaders have considered what is feasible and appropriate.</li> </ul>	/	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.	L
	<ul style="list-style-type: none"> <li>Contractors undertaking statutory testing and emergency and routine repairs are permitted on site. They are advised to arrange visits outside of the school day where possible and avoid arriving and leaving site during pupil pick up and drop off times. The number and duration of face to face contacts with adults is limited as far as possible (e.g. less than 15 minutes). 2 metre social distancing protocols are followed.</li> </ul>	/	Added to inventory signing in system. Verbal instruction given by office staff. Visitor protocol shared with all visitors.  All contractors on site before children arrive before 8.30am or after children leave from 3.30.pm.	
	<ul style="list-style-type: none"> <li>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools, but are kept to the minimum. They ensure they minimise contact and maintain as much distance as possible from other staff. The number of groups taught and locations worked in are minimised to reduce the number of contacts made. Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual.</li> </ul>	/	Nottingham music service, risk assessments in place.  Inclusion leader to advise of visits and rooms available. All signed in appropriately.	
	<ul style="list-style-type: none"> <li>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</li> </ul>	/	Reception area screened and staff including site management aware of visitor protocols, no external coaches or	

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	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.		extra curricular visits currently, swimming still being negotiated. Risk assessments shared with essential visitors.	
	<ul style="list-style-type: none"> <li>Parents/carers are informed that if their child needs to be accompanied to the school, only one parent/carer should attend if possible.</li> </ul>	/	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"> <li>Conversations with parent/carers are held on the telephone wherever possible. Parents/carers are informed not to enter the school building unless they have a pre-arranged appointment. The 2-metre social distancing rule applies to these meetings and kept as short as possible (e.g. less than 15 minutes).</li> </ul>	/	No appointments offered in school building. All conversations conducted via phone / email Any meeting which needed and pre-arranged adhere to 2-metre social distancing and only if absolutely necessary,	
	<ul style="list-style-type: none"> <li>Non-essential visitors are asked remain away from site. In determining whether the visitor is essential consider whether the meeting can be undertaken remotely, whether there are any other health and safety, financial or other significant implications of not undertaking the visit.</li> </ul>	/	Essential visitors only – 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"> <li>Governor meetings held virtually if possible. Any Governor meetings held in school are undertaken following social distancing protocols.</li> </ul>	/	Governor meetings held virtually in the Autumn term, already timetabled, all training and monitoring visits held	

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	<p>Governor monitoring visits are undertaken virtually if possible.</p> <ul style="list-style-type: none"> <li>If planning an indoor or outdoor face-to-face performance in front of a live audience, the schools follows the latest advice in the DCMS <a href="#">performing arts</a> guidance, implementing events in the lowest risk order as described. If planning an outdoor performance the school gives particular consideration to the guidance on delivering <a href="#">outdoor events</a>.</li> </ul>		<p>virtually.</p> <p>No plans for this first Autumn. Christmas performances yet to be planned out but may use video presentations for parents.</p>	
<p>Persons at higher risk of becoming seriously ill</p>	<ul style="list-style-type: none"> <li><b><u>During Tier 3 (Very High Risk) Period:</u></b> Staff in the “clinically extremely vulnerable” categories have been identified. Guidance is strictly followed for these groups of <b>staff</b> when the area is in Tier 3 (Very High risk) area: “Where at all possible you are strongly advised to work from home, because the rate of transmission of the virus in your area is very high. If you cannot work from home, and are concerned about going into work, you may want to speak to your employer about taking on an alternative role or change your working patterns temporarily (for example, to avoid travelling in rush hour). If there is no alternative, you can still go to work.”</li> <li>Individual risk assessments have been completed for persons in this group.</li> </ul> <ul style="list-style-type: none"> <li><b><u>During National Lockdown:</u></b> Staff in the “clinically extremely vulnerable” categories have been identified. Guidance is strictly followed for these groups of <b>staff</b> during the national lockdown <b>from 4<sup>th</sup> November:</b> “Those individuals who are clinically extremely vulnerable are advised to work from home and not to go into work.”</li> </ul>	/	<p>Staff identified and staff impact survey completed. All clinically vulnerable staff/clinically extremely vulnerable identified. Measures in place to minimise contact, social distancing guidelines in place. BAME members of staff R/A completed Site Manager BAME RA completed</p> <p>HT (Clinically extremely vulnerable) shielding during partial re-opening but now back in school full time! Risk Assessment completed and discussed and signed by CoG.</p>	

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	<ul style="list-style-type: none"> <li> <b>During Tier 3 (Very High Risk) Period:</b>  <b>Pupils</b> in the “clinically extremely vulnerable” categories have been identified and guidance is strictly followed.                      All pupils and students should continue to attend education settings at all local COVID alert levels unless they are one of the very small number of pupils or students under paediatric or other specialist care and have been advised by their GP or clinician not to attend an education setting.                      More advice is available from the <a href="#">Royal College of Paediatrics and Child Health</a>.                      Individual risk assessments have been completed where necessary.                 </li> </ul>	/	SENCo to discuss return to school of complex medical children who have been shielding and will complete RA/Guidance from SEND team.	
	<ul style="list-style-type: none"> <li> <b>During National Lockdown:</b>  <b>Pupils</b> in the “clinically extremely vulnerable” categories have been identified.                      Guidance is strictly followed for these groups of staff during the national lockdown from 4th November:                      Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend education whilst the national restrictions are in place. Schools will need to make appropriate arrangements to enable them to continue their education at home.                 </li> </ul>	/	No pupils identified as clinically extremely vulnerable.	
	<ul style="list-style-type: none"> <li>Staff in the clinically vulnerable and BAME categories have been individually reminded to observe social distancing where possible, face to face contact is avoided and the aide memoire is used.</li> </ul>	/	Yes, all risk assessed	
	<ul style="list-style-type: none"> <li>For noting: Research is being undertaken by PHE following reports that deaths among black, Asian and minority ethnic (BAME) groups are disproportionately high.                      A report by Public Health England found that other things might also mean persons are more likely to get seriously ill from coronavirus. These include:</li> </ul>	/	All staff clinically vulnerable and BAME will meet with HT to remind about RA and social distancing and hand hygiene in Autumn term (Inset).	

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	<ul style="list-style-type: none"> <li>○ age – the risk increases as you get older</li> <li>○ being a man</li> <li>○ where in the country you live – the risk is higher in poorer areas</li> <li>○ being born outside of the UK or Ireland</li> </ul>			
School Visits	<ul style="list-style-type: none"> <li>• Domestic (UK) overnight and overseas educational visits are not organised. Non-overnight domestic educational visits are undertaken in line with protective measures, such as keeping children within their consistent group, and the coronavirus secure measures in place at the destination.</li> <li>• External sport facilities can also be used in line with <a href="#">government guidance</a> for the use of, and travel to and from, those facilities.</li> </ul>	/	All cancelled no visits undertaken. Consider any outdoor visits and risk assess as necessary	L
Undertaking CPR	<ul style="list-style-type: none"> <li>• The following information has been shared with school first aiders: <a href="#">Resuscitation Council UK Statement on COVID-19 in relation to CPR and resuscitation in first aid and community settings</a> <a href="http://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm">www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm</a></li> </ul>	/	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"> <li>• If anyone in the school becomes unwell with:                             <ul style="list-style-type: none"> <li>○ a new, continuous cough</li> <li>○ <b>or</b> a high temperature</li> <li>○ <b>or</b> has a loss of, or change in, their normal sense of taste or smell (anosmia)</li> </ul> </li> <li>• they must:                             <ul style="list-style-type: none"> <li>○ be sent home and advised to follow '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>', which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus.</li> </ul> </li> </ul> <p>Other members of their household (including any siblings) should</p>	/	Locations where pupils could be isolated: 2 rooms identified.  Latest guidance adhered to and shared with parents.	M

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	<p>self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <ul style="list-style-type: none"> <li>• PPE is available in the event that someone becomes symptomatic on site and if a distance of 2 metres cannot be maintained:                             <ul style="list-style-type: none"> <li>○ a <b>face mask</b></li> <li>○ <b>disposable gloves</b> and an <b>apron</b> if contact is necessary</li> <li>○ <b>eye protection</b> if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting.</li> </ul> </li> <li>• If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</li> <li>• Records of persons with symptoms consistent with coronavirus are kept (ref: tracker).</li> </ul>	/	<p>Available to all staff</p> <p>Staff aware via First Aid preparation meeting. SBM (premises) manager / site manager and cleaners aware of guidance.</p> <p>Share latest guidance at Inset/Admin day for new staff and review during CPD meetings throughout Autumn term</p> <p>Tracker kept by Admin staff</p>	
Test and Trace	<ul style="list-style-type: none"> <li>• The <a href="#">latest NHS/PHE test and trace information</a> has been shared with staff and parents. In particular, parents are encouraged to get tests for their children if they develop symptoms. <a href="#">Posters are available here</a>.</li> <li>• The school understands the purpose of the school's own home test kits, has decided who makes the decision to offer the kit when they have a stock and by what criteria: "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</li> </ul>	/	<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>	L

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	<p>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"> <li>• Swift action is taken when you become aware that someone who has attended school has tested positive for coronavirus (ref. symptom summary sheet v.4)</li> </ul>	/	Admin team/HT responsible for contacting appropriate agencies.	
	<ul style="list-style-type: none"> <li>• Staff and parent telephone numbers are checked for accuracy.</li> </ul>	/	All contact details updated and checked.	
	<ul style="list-style-type: none"> <li>• Contact details, are kept of all other visitors to the school, including where possible, personal phone numbers.</li> </ul>	/	Signing in inventory and contact details logged	
	<ul style="list-style-type: none"> <li>• Ongoing records are kept of:                             <ul style="list-style-type: none"> <li>○ The names of pupils in the bubbles and members of staff who have accessed them.</li> <li>○ Any close contact that takes places between children and staff in different bubbles.</li> </ul> </li> </ul> <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"> <li>• Where staff have downloaded the NHS Covid app:                             <ul style="list-style-type: none"> <li>○ If staff keep their mobile phones on their person during the working day then the app can be left on.</li> <li>○ If staff’s mobile phones are not kept on their person during the working day e.g. in a drawer or locker, they are asked to keep their mobile phones switched off or the app turned off.</li> </ul> </li> </ul>	/	Staff aware of guidance.	
	<ul style="list-style-type: none"> <li>• For noting: In the event that a pupil or member of staff reports symptoms, the rest of the bubble can continue to attend school awaiting the result of the test (apart from any siblings who are in, or not in, the same</li> </ul>	/	Staff briefings to remind all about protocols and staff reporting any symptoms.	

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	bubble who must also self-isolate with the rest of their household).			
Hygiene – General	<ul style="list-style-type: none"> <li>• Correct handwashing and good hygiene are followed by staff, pupils, visitors and contractors. Pupils wash their hands at the designated times during the day and after certain activities:                             <ul style="list-style-type: none"> <li>○ On arrival at school</li> <li>○ After breaks and sport activities</li> <li>○ Early Years: after using wheeled bikes, trikes and other large, movable toys</li> <li>○ Before cooking and eating</li> <li>○ After sneezing or coughing</li> <li>○ After using the toilet</li> <li>○ Before leaving home</li> </ul> </li> </ul> <p>Note: Electric hand dryers may be used in schools</p>	/	<p>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>	L
	<ul style="list-style-type: none"> <li>• A process is in place for removing face coverings when pupils and staff who use them arrive at school. Pupils are instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</li> </ul>	/	Communicated to all staff and parents.	
	<ul style="list-style-type: none"> <li>• For noting: School uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</li> </ul>	/	Communicated to parents.	
	<ul style="list-style-type: none"> <li>• <a href="#">Posters</a> are displayed in every classroom to be used, at the main entrance or front office, in places visible to those at the school gate if possible, in the staffroom and in all toilets and reminders given to pupils. Particular pupil groups are encouraged where possible not to touch their faces or to put objects in their mouths.</li> </ul>	/	<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"> <li>Adequate soap / hand sanitizer and tissues are available for pupils and staff throughout the school and for visitors arriving at main reception. Soap and water is the preferred choice; hand sanitizer is used when the use of soap and water is not practical. Identified children are supervised with their use of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes are used as an alternative.</li> </ul>	/	All and washing measures currently in place will be continued in the Autumn term with extra washing facilities and resources.	
	<ul style="list-style-type: none"> <li>Arrangements for dealing with bodily fluids are in place. The risk assessment has been completed and appropriate disposal procedures are in place.</li> </ul>	/	PHS/Cleaning staff all protocols in place and will continue	
	<ul style="list-style-type: none"> <li>The best choice of bins for used tissues is a lidded bin with a pedal as you will not need to physically touch the bin lid and the tissues 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.</li> </ul>	/	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"> <li>Schools that have <b>not</b> 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.</li> </ul>	/	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"> <li>Sufficient ongoing enhanced cleaning in areas occupied by staff and pupils. A list of touch points and surfaces that will receive regular cleaning has been created. These will include door handles, WC flush handles, WC vanity surfaces, taps, push plates, dining tables, door and gate entry systems, photocopier control panels, banisters, chairs, light switches. Frequently touched surfaces and touch points are cleaned using sanitizing chemicals. The frequency of necessary cleaning has been identified. More frequent cleaning is required of rooms / shared areas that are used by different groups.</li> </ul>	/	As above	
	<ul style="list-style-type: none"> <li>Wherever possible contactless payments are accepted on site rather than cash. In the event that this isn't possible, office staff should wash or sanitise their hands immediately after handling any coins.</li> </ul>	/	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"> <li>Soft furnishings, soft toys and toys that are hard or impossible to clean (such as play dough or those with intricate parts) have been removed from use in rooms which more than one bubble group uses.</li> </ul>	/	Continuation of current practice, soft furnishing already stored separately	L
	<ul style="list-style-type: none"> <li>Unnecessary items are removed from classrooms and other learning environments where there is space to store it elsewhere as this reduces the amount of cleaning required.</li> </ul>	/	Continuation of current practice, stored elsewhere	
	<ul style="list-style-type: none"> <li>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.</li> </ul>	/	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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	<ul style="list-style-type: none"> <li>Teachers wash or sanitise their hands before and after handling pupils' books.</li> </ul>	/	Continuation of current practice, inset day instructions Autumn term.	
	<ul style="list-style-type: none"> <li>Activities are avoided which involve passing items around a class where it does not contribute to pupil education and development. The sharing of books, other resources and equipment is avoided where possible. Staff and pupils have their own pencils and pens, which are not shared. Consider labelling items with pupils' names.</li> </ul>	/	Each child has own resources pack and not shared as current practice maintained in Autumn term	
	<ul style="list-style-type: none"> <li>Shared materials such as books and games and surfaces are cleaned and sanitised more frequently. Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities are washed before and after use.</li> </ul>	/	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"> <li>Resources that are shared <b>between</b> bubbles, such as sports, art and science equipment are cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</li> </ul>	/	Continuation of current practice, all PE equipment per pod and cleaned as necessary	
	<ul style="list-style-type: none"> <li>Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.</li> </ul>	/	Continuation of current practice – essential equipment only, see parent letter	
	<ul style="list-style-type: none"> <li>The amount of shared resources that are taken home are limited.</li> </ul>	/	No resources taken home, homework online, no reading books/diaries taken home	
	<ul style="list-style-type: none"> <li>Ensure that reusable drinking cups are not shared between pupils. Consider replacing reusable drinking cups with disposable cups.</li> </ul>	/	Own labelled water bottle plus disposable drinks cups	
	<ul style="list-style-type: none"> <li>Children and staff are encouraged to flush toilets with the lid down to avoid the possibility of an aerosol. Where there are toilets without lids in nurseries a temporary cover is placed over the toilet when <b>staff</b> have to flush nursery toilets.</li> </ul>	/	Continue to remind staff for Autumn term	
PPE	<ul style="list-style-type: none"> <li>Adequate necessary Personal Protective Equipment (PPE) is</li> </ul>	/	All available, and being used. RA for	L

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
<p><a href="#">(Reference)</a></p>	<p>available for cleaning tasks, personal care, first aid and certain medical procedures.</p>		<p>medical procedures will be completed by SENDCo following advice from specialist teams.</p>	
	<ul style="list-style-type: none"> <li>• Training and instruction have been provided for the putting on, removing and disposal of PPE.</li> </ul>	/	<p>Training for enhanced PPE</p>	
	<ul style="list-style-type: none"> <li>• Risk assessments in place for medical procedures have been reviewed in light of the pandemic (contact the medical professional who created or assisted with the creation of the risk assessment) and in particular noting whether any additional PPE is necessary.</li> </ul>	/	<p>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</p>	
	<ul style="list-style-type: none"> <li>• Aerosol generating procedures (AGPs): Within education settings these are only undertaken for a very small number of children with complex medical needs, such as those receiving tracheostomy care. Staff performing AGPs in these settings follow Public Health England’s personal protective equipment (PPE) guidance on aerosol generating procedures, and wear the correct PPE which is:                             <ul style="list-style-type: none"> <li>○ a FFP2/3 respirator</li> <li>○ gloves</li> <li>○ a long-sleeved fluid repellent gown</li> <li>○ eye protection</li> </ul> </li> </ul>	/	<p>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>	
<p>Face coverings in school</p> <p>(Face coverings are instead largely intended to protect others, not the wearer, against the spread of infection because they cover the nose and mouth, which are the main confirmed</p>	<ul style="list-style-type: none"> <li>• The Head Teacher has determined whether to ask staff or visitors to wear, or agree to them wearing face coverings in circumstances where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms.</li> </ul> <p>Note that some individuals are exempt from wearing face coverings.</p> <p>(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</p>	/	<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 encouraged to leave face coverings with parent on entry if wearing one. Parents</p>	L

<b>Hazard Aspect</b>	<b>Possible control measures</b>	✓ if in place ✗ if not or n/a	<b>Where:</b> ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	<b>Residual Risk rating</b> High, medium, low
sources of transmission of virus that causes coronavirus infection)	coverings would have a negative impact on teaching and their use in the classroom should be avoided).		reminded of guidance.	
	<ul style="list-style-type: none"> <li>In the event that the Head Teacher recommends face coverings in circumstances identified above and where staff or visitors are struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, a small contingency supply available to meet such needs</li> </ul>	/	Contingency supply available.	
	<ul style="list-style-type: none"> <li>Instructions are displayed / provided for wearers of face coverings of the correct way– available as a <a href="#">list here</a> and an <a href="#">infographic here</a></li> </ul>	/	On notice boards	
Reducing number of touchpoints	<ul style="list-style-type: none"> <li>Touchpoints are reduced by propping open non-fire doors. Fire doors can only be held open throughout the school day with dedicated automatic closing devices.</li> </ul>	/	Doors 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"> <li>Only use touch screen signing in systems if it can be ensured that only the bar code reader is used or hands are sanitised straight afterward after touching and the screens are cleaned on a regular basis at appropriate times.</li> </ul>	/	Signing in will be paper inventory with all details for track and trace	
	<ul style="list-style-type: none"> <li>Consider whether drinking fountains need to be taken out of action.</li> </ul>	/	Classroom drinking fountains out of action	
Site to site visits	<ul style="list-style-type: none"> <li>Staff who travel from school to another site during work hours for work purposes (i.e. not the commute) on public transport have been provided surgical face masks or the following information: <a href="https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering">https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering</a></li> </ul>		N/A	L
<b>Contracting / transmitting Covid-19 – including the “Bubble” Model</b>				
Parents and pupils travelling to school	<ul style="list-style-type: none"> <li>Parents/carers and pupils are encouraged to walk or cycle to the school where possible.</li> </ul>	/	Transition videos on website and parent communications	L
	<ul style="list-style-type: none"> <li>The school has considered how pupils arrive at school, and how to</li> </ul>	/	Parents/carers’ drop-off and pick-up	

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>reduce any unnecessary travel on coaches, buses or public transport where possible.</p> <p>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.</p>		protocols that minimise adult to adult contact are in place.	
	<ul style="list-style-type: none"> <li>Families using public transport are referred to the safer travel guidance for passengers: <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a></li> </ul>	/	Share safer travel guidance with parents and staff who travel by public transport	
Organising the school day	<ul style="list-style-type: none"> <li>Drop-off and collection times are staggered but these should not reduce the amount of overall teaching time. Specific arrangements are determined where parents/carers have children in different year groups.</li> </ul>	/	Drop-off and collection times are staggered. Specific arrangements are determined where parents/carers have children in different year groups. / Staggered drop off and collection in place, sibling groups identified and staff aware	L
	<ul style="list-style-type: none"> <li>Parents/carers' drop-off and pick-up protocols that minimise adult to adult contact are in place. Parents/carers are instructed not to congregate in groups on, or directly outside the school premises.</li> </ul>	/	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"> <li>Break times including lunch are staggered so that all pupils are not moving around the school at the same time.</li> </ul>	/	Pupils restricted to separate outside spaces and equipment for each pod/class	
Foyer / Reception	<ul style="list-style-type: none"> <li>Consider marking the ground directly outside the front entrance with tape or temporary paint at 2 metre intervals and display instructional signage.</li> </ul>	/	2M marking in place coned areas for ease of understanding with staff members directing parents through appropriate gates	L
	<ul style="list-style-type: none"> <li>Consider marking the floor of the foyer with tape at 2 metre intervals, and in doing so identify how many individuals (or pairs of</li> </ul>	/	Only 2 people in foyer at any one time – signs in place, screens erected on reception	

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	<p>individuals from the same household) can safely be present in the foyer at any one time.</p> <p>Instructional signage is displayed.</p> <p>Office staff to only allow this identified number into the foyer in at any one time – the front entrance door will need to be on the door entry control system if installed.</p>		counter	
	<ul style="list-style-type: none"> <li>Existing reception screens are kept in the closed position wherever possible. Floor markings are installed if screens are not in place and there is no other barrier preventing the visitor approaching 2 metres from the receptionist. (Note that 1 metre distance is acceptable where screens are fitted)</li> </ul>	/	See through screens	
Office ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>Consider splitting administration staff with staff working from home on alternate days. For larger teams fixing these splits (cohorting), so that where contact is unavoidable, this happens between the same individuals.</li> </ul>	/	1 metre plus distance and other working spaces available	
	<ul style="list-style-type: none"> <li>The office layout has been examined such that workstations that are usable at the same time (i.e. 2 metres apart) have been identified.</li> <li>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"> <li>Further increasing the frequency of hand washing and surface cleaning.</li> <li>Keeping the activity time involved as short as possible.</li> <li>Using screens or barriers to separate people from each other.</li> <li>Using back-to-back or side-to-side working (rather than face to-face).</li> </ul> </li> </ul>	/	Side by side working or back to back in current office	L
	<ul style="list-style-type: none"> <li>Hot desks are avoided where possible. Where not possible, workstations are cleaned in between use.</li> </ul>	/	N/A	
Meeting rooms	<ul style="list-style-type: none"> <li>Remote working tools (Teams, Zoom, Meet) are used to avoid in-</li> </ul>	/	All GB meetings/SIA meetings arranged in Autumn term remotely	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
	person meetings where possible.			
	<ul style="list-style-type: none"> <li>Only absolutely necessary participants physically attend meetings and they maintain social distancing guidelines (2m, or 1m with risk mitigation where 2m is not viable).</li> </ul>	/	Staff meeting in small teams in the hall or spaces where social distancing measures can be adhered to	
	<ul style="list-style-type: none"> <li>Pens, documents and other objects are not shared.</li> </ul>	/	Yes	
	<ul style="list-style-type: none"> <li>Hand sanitiser is provided in meeting rooms.</li> </ul>	/	All in corridors or in classrooms	
	<ul style="list-style-type: none"> <li>Meetings are held outdoors or in well-ventilated rooms whenever possible.</li> </ul>	/	Yes	
	<ul style="list-style-type: none"> <li>For areas where regular meetings take place, floor signage is used to help people maintain social distancing.</li> </ul>	/	Yes	
Staff room	<ul style="list-style-type: none"> <li>Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. Staff can continue to use the staff room if they apply social distancing measures:                             <ul style="list-style-type: none"> <li>Identify seating that can be used 2 metres apart. Back to back seating is preferred. Tape off other seating.</li> <li>Stagger staff breaktimes</li> <li>Instruct staff not to congregate at the kitchen area.</li> </ul> </li> </ul>	/	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"> <li>Notices promoting hand hygiene and social distancing are visibly placed in the staff room.</li> </ul>	/	All signage updated for Autumn term	
Corridors	<ul style="list-style-type: none"> <li>Movement around the school site is kept to a minimum.</li> </ul>	/	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"> <li>Consider one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors.</li> </ul>	/	N/A	
Classrooms	<ul style="list-style-type: none"> <li>Small adaptations are made to the classroom to support distancing where possible. This include:</li> </ul>	/	All pods staffed by 3 staff initially with max of 2 adults in room at any one time.	L

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	<ul style="list-style-type: none"> <li>○ seating pupils side by side and facing forwards, rather than face to face or side on.</li> <li>○ moving unnecessary furniture out of classrooms to make more space if necessary.</li> </ul>		(See staffing timetable/rota) – subject to change as pods increase, or if adults are absent	
	<ul style="list-style-type: none"> <li>● 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.</li> </ul>	/	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"> <li>● 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).</li> </ul>	/	Extra staffing in all classes to prevent staff moving around. Staff will be across a 'year group'	
	<ul style="list-style-type: none"> <li>● DfE recommend that groups the size of a full class are implemented in primary schools. (If class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized 'bubbles')</li> </ul>	/	Class sizes will be implemented across school, all classes are 30 or less and can be safely managed in a class setting, technical areas for staff will remain at 2m or if not practical in KS2 classes at least 1.5m because of the size of tables.	
	<ul style="list-style-type: none"> <li>● The bubble groups (pupils) do not mix with other bubble groups throughout the school day as much as possible. Mixing into wider groups for specialist teaching is allowed.</li> </ul>	/	Classes do not mix with other classes during the day	
	<ul style="list-style-type: none"> <li>● Classrooms are accessed directly from outside where possible.</li> </ul>	/	Outside entrance and exit doors	

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	<ul style="list-style-type: none"> <li>Pupils occupy the same classroom throughout the school day where possible. Where different groups of pupils use the same classroom at different times, the area is cleaned adequately in between their occupancy.</li> </ul>	n/a	N/A	
	<ul style="list-style-type: none"> <li>Pupils who routinely attend more than one setting on a part time basis have been identified and additional measures put in place as necessary.</li> </ul>	n/a	N/A	
Lunchtime arrangements	<ul style="list-style-type: none"> <li>A range of measures are considered and implemented to reduce the risk of transmission and contamination:                             <ul style="list-style-type: none"> <li>Lunches are served and eaten within the bubble classroom</li> <li>Several lunch sittings are organised.</li> <li>The hall is zoned such that two or more groups may use it at the same time, with timings staggered so that different bubbles are not queuing whilst waiting to be served at the same time. Separate waste stations are provided. Social distancing between bubbles can be encouraged with the following measures: folding hall partition dividers, freestanding screens or floor markings. The ability of pupils to follow the social distancing rules has been taken into account within these measures.</li> <li>Midday Supervisors are allocated to the lowest number of consistent bubble groups.</li> <li>Note: as per the rest of the school day, social distancing is not required within the bubble group at lunch.</li> <li>Suitable cleaning for infection control purposes is undertaken between any bubble groups usage of a space (mandatory).</li> </ul> </li> </ul>	/	Lunches will continue to be served in pods/classes, reviewing as necessary if hall space is needed. Middays are allocated pod/class and bring and removed trolley with food. Cleaning will take place when children are outside.	L
Curriculum: Science and D&T	<ul style="list-style-type: none"> <li>CLEAPSS guides are followed as necessary:                             <ul style="list-style-type: none"> <li><a href="#">P110 Practical activities in a bubble</a></li> <li><a href="#">P104 Managing hands-on activities in schools in locally locked down areas</a></li> <li><a href="#">P112 Practical activities for children in locally locked down areas.</a></li> </ul> </li> </ul>	/		L
Curriculum: School Sport	<ul style="list-style-type: none"> <li>Outdoor sports are prioritised where possible, and large indoor spaces used where it is not.</li> </ul>	/	Large outdoor spaces timetabled and pods isolated by cones.	L

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	<p>Contact sports are avoided.</p> <p>The school only provides team sports on the list available at <a href="#">return to recreational team sport framework</a>.</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> <ul style="list-style-type: none"> <li>• Distancing is maximised between pupils as much as possible during all activities.</li> <li>• Pupils are kept within their bubble groups. Multiple bubble groups may use outdoor space at the same time providing they is a significant distance from each other at all times and equipment is not shared.</li> <li>• Scrupulous attention is paid towards cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise.</li> </ul> <p>Sports equipment thoroughly cleaned (or kept in quarantine for 72 hours) between each use by different individual groups.</p>		<p>Non-contact PE curriculum.</p> <p>All curriculum learning can be outside and spaces timetabled.</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 trip trail and adventure, four days on per pod, 3 days off to allow for quarantine between uses.</p>	
Curriculum: Music, dance and drama in school	<ul style="list-style-type: none"> <li>• The school understands that singing, wind and brass instrument playing can be undertaken in line with DfE and other guidance but studies have also indicated that it is the cumulative aerosol transmission from both those performing in and attending events is likely to create risk.</li> <li>• 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.</li> <li>• Any background or accompanying music is kept to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, microphones are used to reduce the need for shouting or prolonged periods of loud speaking or singing.</li> </ul>	/	<p>Nottingham Music Service in line with new guidance.</p> <p>Staff reminded of guidance and how to continue to sing outside or in hall spaces or in small groups in well ventilated spaces.</p> <p>Videos used for teachers to teach singing or singing/music outside or in hall times.</p>	L

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	<ul style="list-style-type: none"> <li>Playing instruments and singing in groups take place outdoors wherever possible. If indoors, a room is used with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation.</li> </ul>	/	Hall space timetabled. All windows open. Outdoor spaces timetabled.	
	<ul style="list-style-type: none"> <li>Singing, wind and brass playing do not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences*) and strict social distancing can be maintained. Teachers do not provide physical correction. In the smaller groups where these activities can take place, pupils are either:                             <ul style="list-style-type: none"> <li>Positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Wind and brass players are positioned so that the air from their instrument does not blow into another player.</li> <li>Otherwise a 2 metre social distancing must be maintained.</li> </ul> </li> </ul> <p>* This may be impossible to measure.</p>	/	Nottingham Music service risk assessment. No whole school assemblies – class assemblies only. All guidance shared.	
	<ul style="list-style-type: none"> <li>Shared equipment is avoided wherever possible. Name labels on equipment have been considered to help identify the designated user. Handling of music scores, parts and scripts is limited to the individual using them. If instruments and equipment have to be shared, they are disinfected regularly. Increased handwashing is undertaken before and after handling equipment, especially if being used by more than one person.</li> </ul>	/	No instruments currently being used.	
	<ul style="list-style-type: none"> <li>The number of suppliers when hiring instruments and equipment is limited. Hired equipment, tools or other equipment is cleaned on arrival and before first use.</li> </ul>	/	Nottingham Music service	

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	<ul style="list-style-type: none"> <li>• <u>Music lessons in private homes:</u> If there is no viable alternative, they can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision.</li> </ul>	NA		
School hall	<ul style="list-style-type: none"> <li>• Large gatherings such as assemblies or collective worship with more than one bubble group are avoided.</li> </ul>	/	Class based assemblies/collective worship	L
	<ul style="list-style-type: none"> <li>• Halls, dining areas and internal and external sports facilities for exercise may be used by single bubble groups with adequate cleaning between the groups.</li> </ul>	/	Break out spaces timetabled if necessary	
Pupil toilets	<ul style="list-style-type: none"> <li>• Wherever possible, individual groups of pupils (the bubble) are allocated their own toilets. This ideally would be their own toilet block. Alternatively, a set of cubicles and sinks could be divided into two where two classrooms share a single block and signage displayed (consider maturity of pupils in following these rules). However, different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</li> </ul>	/	Toilet facilities allocated and more hand washing resources ordered	L
Playground and school field	<ul style="list-style-type: none"> <li>• The school makes use of outdoor spaces to support delivery of the curriculum – outdoor education can limit transmission and more easily allow for distance between pupils and staff.</li> </ul>	/	Large outdoor facilities including field and wooded area used as often as possible	L
	<ul style="list-style-type: none"> <li>• The use of play equipment is examined, ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously.</li> </ul>	/	Separate equipment bags for each pod/class and cleaned when possible	
	<ul style="list-style-type: none"> <li>• Pupils playing outside are encouraged to undertake non-touch activities wherever possible. Groups of pupils do not mix.</li> </ul>	/	No contact where possible	
Lack of air changes / ventilation	<ul style="list-style-type: none"> <li>• Mechanical ventilation systems have been adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be</li> </ul>	/	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 <a href="#">here</a> (HSE) and <a href="#">here</a> (CIBSE).</p> <ul style="list-style-type: none"> <li>• Natural ventilation is used to help reduce the risk of spreading coronavirus:                             <ul style="list-style-type: none"> <li>○ <b>Opening windows</b> (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).</li> <li>○ <b>Opening internal doors</b> (note that this also has the benefit of reducing touch points).</li> <li>○ <b>Opening external doors</b> where there are no security concerns and where it doesn't create uncomfortable drafts.</li> </ul> </li> <li>• To balance the need for increased ventilation <b>while maintaining a comfortable temperature</b>, the following measures should also be used as appropriate:                             <ul style="list-style-type: none"> <li>○ <b>Opening high level windows</b> in preference to low level to reduce draughts</li> <li>○ <b>Increasing the ventilation while spaces are unoccupied</b> (e.g. before and after classes, during break and lunch)</li> <li>○ Providing flexibility to <b>allow additional, suitable indoor clothing</b>.</li> <li>○ <b>Rearranging furniture</b> where possible to avoid direct drafts.</li> </ul> </li> <li>• Heating is used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> </ul>	/	<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 ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>• Breakfast clubs are resumed where possible to ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.</li> </ul>	/	Early drop off for identified families but Breakfast club under review because of space, but bagels served to all pods during the morning	L

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> <li>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.</li> <li><b>During National Lockdown:</b> The following guidance is followed: “Out-of-school activities (including wraparound care) may continue to operate if their primary purpose is providing registered childcare, or where they are offering other childcare activities, where this is reasonably necessary to enable parents to:                             <ul style="list-style-type: none"> <li>work or search for work</li> <li>undertake training or education</li> </ul>                             Out-of-school activities may continue to operate for the purposes of respite care, including for vulnerable children. Out-of-school activities that are primarily used by home educating parents as part of their arrangements for their child to receive a suitable full-time education (which could include, for example, tuition centres, supplementary schools, or private tutors) may also continue to operate for the duration of the national restrictions.”                         </li> </ul>	/	No after school clubs in the Autumn term because of mixing groups of children from different classes/pods. Review before October half term.	
		/	Not applicable at the moment.	
Hiring out the school facilities	<ul style="list-style-type: none"> <li>Risk assessments / covid-safe procedures are requested from external bodies or organisations such as external coaches or after-school or holiday clubs. In doing so, the schools should ensure that they complement the school’s risk assessment measures and they have had due regard to any other <a href="#">relevant government guidance</a>.</li> </ul>	/	Risk Assessments checked.	L
<b>Operational issues</b>				
Availability of staff	<ul style="list-style-type: none"> <li>School leaders have discussed leave arrangements with staff referencing that travel to most countries require a quarantine for 14 days on their return. The school considers the impact where staff travel abroad, their</li> </ul>	/	All staff aware of travel restrictions and current guidance shared, HR guidance shared, list of countries on the UKs	L

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	return travel arrangements are disrupted due to factors arising beyond their control in relation to coronavirus, such as the potential for reinstatement of lockdown measures in the place they are visiting.		quarantine list as of September 1 <sup>st</sup> shared.	
	<ul style="list-style-type: none"> <li>Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders consider if it is possible to temporarily amend working arrangements to enable them to work from home.</li> </ul>	/	HR guidance shared	
	<ul style="list-style-type: none"> <li>Trained staff are available to support pupil personal needs e.g.                             <ul style="list-style-type: none"> <li>lifting, use of hoists</li> <li>intimate care</li> <li>managing medical needs including medicines</li> </ul> </li> </ul>	/	Trained staff and specialist support sought	
	<ul style="list-style-type: none"> <li>Sufficient Physical Intervention trained staff are on site (see “other issues” below)</li> </ul>	/	Staff trained and PPE equipment available, high profile children staggered start or pt timetable may be considered	
	<ul style="list-style-type: none"> <li>Contingency plans have been explored in the event that key members of staff are unavailable to work e.g. they are self-isolating.</li> </ul>		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"> <li>Supervision ratios are met (for identified individual pupils)</li> </ul>	/	Any children requiring more support identified and RA completed	L
First Aid	<ul style="list-style-type: none"> <li>Adequate number of first aiders (FAW / EFAW) are on site.</li> </ul>	/	Staff current first aid qualified, more training identified Autumn/Spring 20/21	L
	<ul style="list-style-type: none"> <li>Adequate number of paediatric first aiders are on site.</li> </ul>	/	Paediatric trained staff in all areas of school, EYFS, KS1 KS2	
Medication	<ul style="list-style-type: none"> <li>Necessary pupil medication has been returned to school.</li> </ul>	/	Asthma inhalers parents reminded for Autumn term	L
Catering	<ul style="list-style-type: none"> <li>Assurance has been obtained that the school's catering provider complies with the <a href="#">guidance for food businesses on coronavirus</a>.</li> </ul>	/	RA seen from catering	L

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<b>Site Health and Safety Concerns (General)</b>				
Legionella	<ul style="list-style-type: none"> <li>Rarely used outlets have been identified taking into account current usage of taps.</li> </ul>	/	Second Element continue to do checks.	L
Fire Procedures	<ul style="list-style-type: none"> <li>Fire drills are undertaken as normal.</li> </ul>	/	Normal timetable	L
	<ul style="list-style-type: none"> <li>No changes are required to the fire evacuation procedures apart from the assembly point is organised with 2 metre social distancing between the bubble groups. (Social distancing is not <i>required</i> during the evacuation between anyone and between members of the same bubble group at the assembly point).</li> </ul>	/	All fire evacuation procedures reviewed and amended if necessary	
<b>Personal Health and Safety Concerns (General)</b>				
Pupil Behaviour ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>The school behaviour policy has been updated to reflect 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).</li> </ul>	/	Current amendment in place and will continue in the Autumn term	L
	<ul style="list-style-type: none"> <li>The school will work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</li> </ul>	/	School based staff including Learning Mentor, and TA trained mental health in school, Kevin Meredith Attendance and Improvement Officer home visits	
SEND pupils	<ul style="list-style-type: none"> <li>Individual pupil risk assessments have been reviewed prior to the pupil returning to evaluate any additional measures that may be required. The risk assessments are then subject to regular review if there are any behavioural changes with the pupil on site.</li> </ul>	/	SENDCo liaising with parents of children with additional needs and LA for individual RA	L

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	<ul style="list-style-type: none"> <li>Where necessary for learning and or safety reasons, and with agreement from the parents and carers, identified SEND pupils, and in particular those that had an extended period away from the school site, are re-integrated into the school on a phased basis (no longer than 4-6 weeks) with a mix of curriculum and non-curriculum activities.</li> </ul>	/	Phased starts offered to children who have not had any schooling, children beginning school who have not visited-F2	
	<ul style="list-style-type: none"> <li>Pupils with SEND (whether with education, health and care plans or on SEN support) have been identified who will need specific help and preparation for the changes to routine in the new academic year. SEND pupils are given additional time and understanding to comply with the new school rules associated with the virus. Teachers and SENCOs have planned to meet these needs, for example using social stories. Support Services are engaged with as and when necessary to assist these processes.</li> </ul>	/	In consultation with LA, parents, and teachers correct pod identified, nurture room to be offered to certain children for trained staff, ratios and fewer children	
	<ul style="list-style-type: none"> <li>Appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</li> </ul>	/	As above	
	<ul style="list-style-type: none"> <li>The requirement to undertake 'reasonable endeavours' to secure or arrange the specified special educational and health care provision within EHC plans will expire as planned on 25 September 2020 – full provision for all children and young people with EHC plans will be restored after this date.</li> </ul>	/	All children with EHCP in school, provision. through nurture and pod -based learning plan. All parents contacted by SENCo	
Staff welfare and staff redeployment	<ul style="list-style-type: none"> <li>Governing boards and school leaders have regard to staff (including the Head Teacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</li> </ul>	/	Information given to staff ongoing and reminded on Inset day and in staff handbook Autumn term	
	<ul style="list-style-type: none"> <li>Schools have considered the potential concerns of staff who may</li> </ul>	/	All staff back at the moment, all concerns	

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	<p>be reluctant or anxious about returning and the right support is in place to address this. This may include staff who have been in the clinically vulnerable health and BAME groups, families that have been personally affected and those that have not been in school since the lockdown commenced.</p> <p>The school has discussed their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school.</p>		and information given for support for individual staff	
	<ul style="list-style-type: none"> <li>Wellbeing support for all staff is in place and also for those that require additional support (ref: HR Trauma process and Bereavement Policy).</li> </ul>	/	Shared	
	<ul style="list-style-type: none"> <li>Telephone counselling services are available.</li> </ul>	/	Counselling/PAM Assist shared	
	<ul style="list-style-type: none"> <li>Teaching assistants may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher</li> </ul> <p>Any redeployments are not at the expense of supporting pupils with SEND.</p>	/	Pod/Class groups staffing enable regular breaks including PPA for teachers in the afternoons	
	<ul style="list-style-type: none"> <li>Managers have discussed and agreed any changes to staff roles with individuals. Planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE’s <a href="#">workload reduction toolkit</a>.</li> </ul> <p>DfE has also published a range of resources, including <a href="#">case studies to support remote education</a> and help address staff workload, this includes case studies on managing wellbeing.</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>	/	All staff consulted on any change of year group/pod, staffing allows for avoidance of unmanageable workload pressures	
Pupil welfare and mental health support ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>Schools have considered the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and the right support is in place to address this. This may include pupils who have been in the clinically vulnerable health and BAME</li> </ul>	/	Communications will be positive. Learning Mentor, MH first aid trained . TA available. Kevin Meredith Attendance	L

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	<p>groups, families that have been personally affected and those that have not been in school since the lockdown commenced.</p> <p>The school has discussed their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Plans have been developed for re-engaging them.</p> <ul style="list-style-type: none"> <li>• The school has considered the provision of pastoral and extra-curricular activities to all pupils designed to:                             <ul style="list-style-type: none"> <li>○ support the rebuilding of friendships and social engagement</li> <li>○ address and equip pupils to respond to issues linked to coronavirus</li> <li>○ support pupils with approaches to improving their physical and mental wellbeing</li> </ul> </li> <li>• The pandemic may lead to some pupils experiencing bullying, discrimination or harassment, for example due to their ethnicity or nationality, or perceived illness.</li> </ul> <p>This is monitored and appropriate proactive and reactive measures taken.</p>		<p>and Improvement Officer visit families to reassure.</p> <p>Curriculum will reflect pastoral and outdoor learning including Forest school activities. Keep under review</p> <p>All staff monitor in-line with policies</p>	
<b>Other Issues</b>				
Remote Education	<ul style="list-style-type: none"> <li>• Remote education plans are in place for individuals or groups of self-isolating pupils or because they are complying with clinical or public health advice. Ref: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources">https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources</a></li> </ul>	/	Homework packs/remote learning packs to be provided. Remote Learning Policy written and shared with all staff and parents.	L
Training certificates that have expired during the partial closure.	<ul style="list-style-type: none"> <li>• Expired group and individual training certificates have been identified.</li> </ul> <p>Some training may be available via virtual learning (Teams, Zoom, Meet)</p> <p>Some refresher requalification training may be available via eLearning.</p>	/	Some training accessed remotely, safeguarding, and any further training needed for specialist provision remote available for staff	L
	<ul style="list-style-type: none"> <li>• FAW or EFAW certificates that expired after 16 March 2020 can</li> </ul>	/	Current first aid qualification for a number	

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	<p>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.</p> <p>The validity of current paediatric certificates first aid certificates which expired on or after 16 March 2020 can be extended to 25 November 2020 at the latest.</p>		of staff, further training dates sought	
	<ul style="list-style-type: none"> <li>There has been a formal 6 month period of grace given to settings for school staff to attend Physical Intervention training and re-certificate.</li> </ul>	/	Staff identified who are previously trained, any children identified, and parents informed of handling policy amendments	
	<ul style="list-style-type: none"> <li>For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.</li> </ul>	/	All DSLs current training	
Incident Reporting	<ul style="list-style-type: none"> <li>A case of disease is recorded via the school's incident reporting system and to the HSE (via RIDDOR) where a confirmed diagnosis of COVID-19 is likely to have been caused by an occupational exposure, that is, whether or not there is reasonable evidence that a work-related exposure is the likely cause of the disease. <a href="https://notifications.hse.gov.uk/riddorforms/Disease">https://notifications.hse.gov.uk/riddorforms/Disease</a> (Contact your Safety Adviser for advice)</li> </ul>	/	Reporting through SBM, Chair of Governors informed	L
Safeguarding	<ul style="list-style-type: none"> <li>DSL or a deputy always available during school hours for staff.† (Note the potential for school leaders to self-isolate)</li> </ul>	/	3 DSL available	L
	<ul style="list-style-type: none"> <li>DSLs (and deputies) are provided with more time to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.</li> </ul>	/	Safeguarding training up to date. New staff supported with systems	
Reviews	<ul style="list-style-type: none"> <li>Regular reviews are undertaken on the effectiveness of the control measures and plans and changes are made accordingly. The school follows any forthcoming instructions from the employer, government advice, and national or local directions from Public</li> </ul>	/	Continue to monitor latest guidance and make necessary changes through review	L

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	Health England.			
	<ul style="list-style-type: none"> <li>Updates are highlighted on the risk assessment and shared with staff.</li> </ul>	/	Emailed to all staff and updated on Governor hub and school website.	

<b>Are there any other foreseeable hazards associated with the Covid-19?</b>		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](http://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](http://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak)

<b>ASSESSED BY (Print name)</b> Loretta Sheppard	<b>SIGNED</b> Loretta Sheppard	<b>DATE</b> 12.11.20
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