

RISK ASSESSMENT FOR:	Coronavirus (COVID-19): Full school re-opening September 2020		
Assessment by: Signature:	Date of assessment:	Date of review: In line with government updates	
Print name:	Location of activity: Whole site		



<p>Key risks:</p> <ul style="list-style-type: none"> • Spread of Covid-19 – either through infection via direct person-to-person transmission or via cross contamination. • Someone becomes unwell with Covid-19 symptoms. • There is a confirmed case of coronavirus. • Staffing: The school is in danger of closing because of low staffing levels. • Resources: Resources are running low so school at risk of closing. • Cleaning: Stocks/staffing are dangerously low putting school at risk of closure. • Health and Safety: Staff, parents, unions deem the health and safety measures in place inadequate resulting in low staffing or student attendance levels. • Site constraints: adaptations to make the site safe within Covid-19 guidelines are physically or financially prohibitive. • Adaptations to staff-student ratios and associated risks are prohibitive and dangerous. • Workload: staff workload in terms of emergency curriculum planning and adaptation is prohibitive in terms of time and practicality.

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Control Measures (based on DFE guidance and school specific measures)	Are Control Measures in place Y/N/NA
Transmission of Covid-19	<p>Pupils, Staff, Visitors, Cleaners</p> <p>Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions, BAME</p> <p>Anyone else who physically comes in contact with someone in relation to school</p>	<p>Illness due to Covid-19 infection. The symptoms of coronavirus are:</p> <ul style="list-style-type: none"> • a high temperature • a new, continuous cough – this means coughing a lot, for more than an hour, or 3 or more coughing episodes in 24 hours • loss or change to your sense of smell or taste 	<p>PREVENTION STRATEGIES</p> <p>Minimise transmission risk Contact with individuals who are unwell will be minimised by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.</p> <p>Symptoms are: a new, continuous cough or a high temperature, a loss of, or change in, their normal sense of taste or smell (anosmia).</p> <p>Staff must be vigilant and report concerns about their own, a colleague's or a pupil's symptoms to the headteacher.</p> <p>Parents, staff and visitors have been made aware of the following:</p> <ul style="list-style-type: none"> • Pupils, staff and other adults must not come into the school if they have COVID-19 symptoms, or have tested positive in the last 10 days (or have tested positive more than 10 days ago but continue to feel unwell and have a high temperature) • If a child/staff member displays symptoms, they should stay at home and seek a test. • Pupils/staff must not come to school if anyone in their household displays Covid-19 symptoms. • If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms. • The school must be informed of the reason for absence. The school office will contact families where no reason for absence has been provided. <p>Pupil or staff falling ill at school</p> <ul style="list-style-type: none"> • If a child starts to display symptoms at school, the Head teacher (or if unavailable DHT / other SLT) must be informed immediately. The Head teacher (or deputy) will then initiate procedures to remove the child from the classroom, send the child home and clean areas of the school where the child has been that day and the equipment in those areas. The siblings of the child should also be sent home to self isolate. • If a pupil or adult starts to display symptoms at school, they must 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 (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. • If a child/adult is awaiting collection, they should be moved to the studio if not in use (a timetable will be displayed on the door). If the studio is not available, staff will need to vacate the resources 	

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			<p>room. When in the room the child should be isolated behind a closed door (with supervision through a glass panel) or an area at least 2 metres away from other people. Ideally, the window/door should be opened for ventilation. This room will become inaccessible to other people and signage will be displayed until the child has been collected and the room has been thoroughly cleaned.</p> <ul style="list-style-type: none"> • If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else. • PPE is only needed by staff, when a pupil becomes ill with COVID-19 symptoms and a distance of 2 metres cannot be maintained. If a distance of 2 metres cannot be maintained, a face mask must be worn. If contact with the pupil is necessary e.g. personal care is needed, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection (visor or goggles) should also be worn. • As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital. • Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test & Trace. • Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. • The school would then seek advice from the health protection team. <p>Upon notification that a child needs to go home to self isolate If the school is notified that a child(ren) needs to go home to self isolate e.g. because a member of their household has started to display symptoms or because a member of their household has received a positive test result as a result of routine testing, the Head teacher (or if unavailable DHT / other SLT) must be informed immediately. The Head teacher (or deputy) will then initiate procedures to remove the child(ren) from the classroom, send the child(ren) home and clean areas of the school where they child(ren) has been that day and the equipment in those areas.</p> <p>Cleaning after a person with symptoms or confirmed Covid-19 has left the school</p> <ul style="list-style-type: none"> • The minimum PPE that must be worn for cleaning an area after a person with symptoms of, or confirmed COVID-19 has left the setting is disposable gloves and an apron. Hands must be washed with soap and water for 20 seconds after all PPE has been removed. 	

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			<ul style="list-style-type: none"> • Our school cleaner meet the requirements (detailed in guidance) for cleaning contaminated areas. • Public areas where a symptomatic person has passed through and spent minimal time but which are not visibly contaminated with body fluids, such as corridors, can be cleaned thoroughly as normal. • All surfaces that the symptomatic person has come into contact with should be cleaned and disinfected, including all potentially contaminated and frequently touched areas such as bathrooms, door handles, telephones, grab rails in corridors and stairwells. • Disposable cloths or paper roll and disposable mop heads, must be used to clean all hard surfaces, floors, chairs, door handles and sanitary fittings – think one site, one wipe, in one direction. Any cloths and mop heads used must be disposed of and should be put into waste bags and the procedure described below followed. • When items cannot be cleaned using detergents or laundered, steam cleaning may be used. <p>Waste disposal (in the case of a person with suspected or confirmed Covid-19)</p> <ul style="list-style-type: none"> • Personal waste from individuals with symptoms of COVID-19 and waste from cleaning of areas where they have been (including PPE, disposable cloths and used tissues): <ul style="list-style-type: none"> ○ Should be put in a plastic rubbish bag and tied when full ○ The plastic bag should then be placed in a second bin bag and tied ○ The tied bag(s) should be put in a suitable and secure place and marked for storage until the individual's test results are known. It should not be placed in communal waste areas until negative test results are known, or the waste has been stored for at least 72 hours stored in the under stairs cupboard at the far end of the school. <p>See the COVID-19: cleaning of non-healthcare settings guidance.</p>	
			<p>Hand washing</p> <p>Pupils and staff within the school will clean hands thoroughly more often than usual.</p> <ul style="list-style-type: none"> • Handwashing facilities are available in (or linked to) all learning spaces. Hand Sanitiser will also be available in all learning spaces. • Where a sink is not nearby, hand sanitiser will be available i.e. <ul style="list-style-type: none"> ○ outdoor spaces (with play equipment) ○ building entrances ○ hall entrance and doors on to playground - to sanitise after eating / before play ○ studio ○ Shared out of classroom learning spaces / intervention group areas ○ Staff will be aware of the location of sanitiser bottles and be aware of the risk of ingestion. The use of sanitiser will be supervised by staff. • Staff must ensure that all adults and children clean their hands: • 	

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			<p>Respiratory hygiene</p> <p>Good respiratory hygiene should be ensured by promoting the ‘catch it, bin it, kill it’ approach.</p> <ul style="list-style-type: none"> • Boxes of tissues and bins will be will be available in all classrooms and the hall. • Children will be reminded to use and bin tissues. • In cases where they don’t have a tissue available, they should be taught to catch coughs and sneezes in the crease of their elbow. 																							
			<p>Enhanced cleaning</p> <p>Enhanced cleaning is implemented, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.</p> <ul style="list-style-type: none"> • Thorough cleaning of all areas by a dedicated team of cleaners will take place at the end of the school day. • Additionally, each classroom (and associated cloakroom and toilets) will have a cleaning schedule specifying the frequently touched surfaces e.g. work surfaces, door handles, taps, paper towel dispensers, bin lids. Teachers/TA teams will conduct additional cleaning of these points at 																							

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			<p>lunchtime. This should be organised within the bubble. Extra cleaning should take place as required e.g. if a child were to sneeze on their desk.</p> <ul style="list-style-type: none"> • A year group / Keystage bubble group will share a toilet block and additional cleaning of flush handles, toilet seats and hand wash facilities will take place at lunchtime. Bubble staff will agree who will complete this and the cleaning schedule signed when completed. Bubble staff will also be responsible for cleaning one staff toilet at lunchtime. • Frequently touched surfaces throughout the school e.g. door handles, door release buttons, bannisters will be cleaned during the day according to a cleaning schedule. • Users of the staffroom must thoroughly clean food preparation areas, dining table area, and all equipment used after use. The staff room will also be cleaned at the end of the day. • Lunch hall – ongoing cleaning will take place during lunchtime. Tables and chairs will be cleaned between groups and at the end of lunchtime. The hall floor will be cleaned at the end of lunchtime. • If the hall is used for PE/sports club, the hall floor will be cleaned at lunch time the following day, prior to further use of the hall floor for PE/sports activities. • The studio floor (if the room has been used) will be cleaned at the end of the day by the cleaning team. • Shared out of classroom learning spaces e.g. tables in the library areas which are used for intervention groups, will be allocated to a year/keystage group and will be wiped after use and at the end of the school day. • Learning spaces have been organised without clutter to aid easy cleaning of surfaces. Children will have controlled access to easily cleanable resources. • Plastic door curtains have been removed. • The staff water cooler should only be used to fill clean/unused cups/glasses (not used for water bottles where the neck of the bottle may come into contact with the spout). • Bins containing tissues / paper towels will be emptied when full throughout the day (minimum would be to empty at lunchtime). Bags should be placed outside the classroom door and site agents will collect and move to the skip. • When cleaning surfaces (where nobody has symptoms / no Covid confirmed cases, it is not necessary to wear personal protective equipment (PPE) or clothing over and above what would usually be used. • We will follow the Public Health England guidance for cleaning non-healthcare settings. <p><u>Increase ventilation</u></p> <p>Good ventilation can help reduce the risk of spreading coronavirus.</p> <ul style="list-style-type: none"> • Where possible and considering safeguarding, windows and doors should be open (unless fire doors). 	

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			<ul style="list-style-type: none"> • Consider if the circulation of outside air can be improved to help prevent pockets of stagnant air in occupied spaces e.g. open windows, use of fans. The HSE states that the risk of transmission through the use of ceiling and desk fans is extremely low. • The portable air conditioning unit will not be used in classrooms. <p>PE lessons / Clubs</p> <ul style="list-style-type: none"> • PE will take place outdoors where possible. Classes should use their outdoor bubble area for sessions either on the playground or field. Classes may use the MUGA providing another bubble is not in there and touching of the fencing/sitting down should be avoided. • Where PE cannot take place outside, the hall will be used, as this is a large indoor space, maximising distancing between pupils and staff. Hall doors onto the playground should be open throughout sessions and used as an entry/exit point for Y1, 2,5,6 when dry. Lessons in the hall should be adapted to reduce excessive breathing. Users of the hall must ensure that door handles which have been touched are wiped after use as well as areas such as benches where children have sat out during a lesson. The hall floor will be cleaned at lunch time the following day prior to use by another bubble group. • Shoes should be worn for all sessions including dance and gym. • Children will come into school dressed in their PE kit on the days when they have PE lessons/clubs; they will remain in their PE clothes for the whole of the school day. This will be communicated to parents through the Autumn class newsletter. Teachers may wear PE kit on the days they are teaching PE to avoid changing in shared toilet spaces. • PE sessions must finish promptly and the waiting group should maintain distance until the previous group has moved away. • A speaker system has been purchased to enable dance sessions to take place outside. • The PE LTP has been reviewed and changes made to the units planned for the autumn term in order to minimise contact and sharing of resources. • All sessions should have reduced sharing of resources. Where possible children will have their own equipment and own working space. Football/kicking skills are permitted but children should be far enough apart to reduce face-to-face contact. • Pupils will be kept in consistent groups i.e. PE in class groups. The lesson following a class group will generally be a class from the same year group / keystone bubble. • Sports equipment will be thoroughly cleaned between each use by different bubble groups. • Gym mats will be wiped after sessions and children will wear shoes and socks for gym activities. • Contact sports are not permitted. • No PE activities are permitted in the classrooms. • Visiting coaches must maintain social distancing. • External coaches must provide a copy of their risk assessment to the school to ensure that the school are satisfied with the control measures in place. 	

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			<p>Music</p> <ul style="list-style-type: none"> • Government guidance states that although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. Further research is taking place. • The music LTP has been reviewed and units of work involving singing and wind instruments will not take place in the autumn term. • Singing will not take place as part of remote assemblies. • Where percussion instruments are used for music lessons, these will be reserved for one bubble group and isolated for 72 hours between use or cleaned thoroughly after use. • For instruments loaned to the school as part of a music service unit of work, the music service will provide a copy of their risk assessment which sets out the cleaning procedures for the instruments. • Government guidance states that particular care should be 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. • Additionally, any background or accompanying music should be kept to levels which do not encourage teachers or other performers to raise their voices unduly. • Where music lessons are provided by visiting peripatetic teachers, the following measure must be in place, social distancing between pupil and teacher (current guidance is that if the activity is face-to-face and without mitigations, 2 metres is appropriate), accounting for ventilation of the space being used. Pupil and teacher should be positioned side by side if possible. Where instruments and equipment have to be shared e.g. piano lessons, they should be regularly disinfected (including any packing cases, handles, props, chairs, microphones and music stands) and always between users. • The situation on singing and wind instruments will be reviewed for the spring term and the following guidance must be considered: <ul style="list-style-type: none"> ○ Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space. ○ If indoors, use a room 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. ○ Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 	

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			<p>10/s/person for all present, including audiences) and strict social distancing and mitigation as described below can be maintained.</p> <ul style="list-style-type: none"> ○ In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate. ○ Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player. <ul style="list-style-type: none"> ● Teachers must also avoid planning activities involving chanting and shouting in any lessons e.g. drama, PE. 															
			<p>Minimise contact Minimise contact between individuals and maintain social distancing wherever possible.</p> <p>Contacts between groups</p> <ul style="list-style-type: none"> ● Group bubbles - Taking into account the practicalities of the start and end of the school day and shared spaces such as toilets, cloakrooms, hall (used for lunch and PE), Studio (scheduled yoga), minimising contacts between pupils will be achieved by maintaining year group/keystage bubbles: <ul style="list-style-type: none"> ○ Pre-school ○ Reception – Holly + Cherry ○ Year 1 – Birch + Rowan ○ Year 2 – Willow + Maple ○ LKS2 – Sycamore (Y3) + Hazel (Y4) ○ UKS2 – Larch (Y5) + Oak (Y6) ● Year group bubbles will be kept apart from other bubbles via staggered school day start and end times, the use of difference gates/building entrances at the beginning/end of the school day, designated outdoor spaces with specified routes around the school to access these spaces. <table border="1" data-bbox="768 1193 1899 1415"> <thead> <tr> <th>Bubble Group</th> <th>Start time</th> <th>End time</th> <th>Entrance point</th> <th>Exit point</th> <th>Outdoor area</th> <th>Route to outdoor spaces</th> </tr> </thead> <tbody> <tr> <td>Pre-school & Reception</td> <td>08:45</td> <td>15:15</td> <td>Gate 1</td> <td>Gate 2</td> <td>See break time plan/rota</td> <td>Reception doors and walk along the back of the studio.</td> </tr> </tbody> </table>	Bubble Group	Start time	End time	Entrance point	Exit point	Outdoor area	Route to outdoor spaces	Pre-school & Reception	08:45	15:15	Gate 1	Gate 2	See break time plan/rota	Reception doors and walk along the back of the studio.	
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			Year 1	08:30	15:15	Gate 4	Gate 5	See break time plan/rota	Exit via classroom doors	
	Year 2	08:45	15:30	Gate 4	Gate 5	See break time plan/rota	Exit via classroom doors			
	LKS2	08:30	15:15	Gate 3 (door onto concourse)	Gate 3 (door onto concourse)	See break time plan/rota	Stairs at the office end of the school and through the hall.			
	UKS2	08:30	15:30	Gate 1	Gate 1	See break time plan/rota	Stairs at forest end of the school.			
<p>Beginning and end of the school day</p> <ul style="list-style-type: none"> • Each gate will be manned by a member of staff (timetabled). • The parents of children in Reception, Year 1 and Year 2 may come through the gates and deliver their children to their classroom door. • LKS2 children should be supervised by their parent on the concourse until the Gate 3 (door into school from the concourse) is opened and can come into the building. • UKS2 children should be seen through the gate by parents. • For children who are reluctant to come in to school, staff intervention should be distanced. Parents must be requested to move away from the door to allow others to access the building while they talk to their child. • Parents have been advised that: <ul style="list-style-type: none"> ○ They must arrive promptly for their allocated start and finish time. ○ They must not gather at school gates or at classroom doors. ○ Only one adult should accompany a child to school to minimise the number of people at the entrances. ○ Whilst waiting for gates/doors to open, they must maintain social distancing. ○ Children are not permitted to use the trim trail under any circumstances. ○ UKS2 children are encouraged to walk to/from school on their own or with other UKS2 children. Parents must provide permission for children to walk home alone via the school office. 										

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			<ul style="list-style-type: none"> ○ Parents wishing to speak to a member of staff should request a suitable time by e-mailing / phoning the school office. Long discussions at gates/doors must be avoided to avoid congestion and, for safeguarding reasons, avoid distracting the staff monitoring the open gates. ○ Coming to the school site at other times without an appointment is not permitted. ● Parents are requested to form a queue, respecting social distancing rules, whilst waiting for doors to open at drop off/collection. ● If children arrive late and the gates are still open, children can be dropped off at their classroom/ entrance door. If the register has already closed, parents should be reminded of their drop off time and asked to go round to the office to sign their child in as late. If a child arrives after the gates have closed, the child must enter via reception and be signed in as late by a parent. <p>Break times / lunchtime</p> <ul style="list-style-type: none"> ● Break times and lunch times will be staggered to minimise contact between bubbles. ● Handwashing must take place before eating and handwashing or use of sanitiser afterwards. ● Children may eat snack during outside break but must wash their hands before going out and must eat and sanitise hands after eating before playing with equipment. ● Children will remain in their zone during playtime and mixing with children from outside their bubble will not be permitted. ● Children will be able to use their easily cleanable, designated playtime equipment. ● Playtime supervision will be zoned according to bubble groups. <ul style="list-style-type: none"> ● Lunchtime / Dining hall - Bubble groups will be kept apart at lunchtime via: <ul style="list-style-type: none"> ○ Timetabled hall slots ○ Procedure for moving children from hall seating zone to outdoor spaces. When a group of children have finished eating, they will be transferred outside via an adult who can check the movements of other groups to avoid contact. They must also ensure that children sanitise their hands on the way out. ○ Before going in to lunch, chn should have a coloured band indicating meal choices. Upon entering the lunch hall, chn will be directed to sit down and trays of food will be delivered to them at the table. ● Access to toilets during playtime/lunchtime - Children should be encouraged to go to the toilet before going outdoors to avoid the need to go to the toilet which would increase the likelihood of pupils encountering pupils from other bubbles. After seeking adult permission, KS2 children who desperately need the toilet at lunchtime may use the large accessibility toilet by the studio. Reception children needing the toilet would need to be taken back to reception in groups. 	

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			<ul style="list-style-type: none"> • Whole school gatherings such as assemblies will not take place. Whole school and key stage assemblies will be held using Microsoft teams software with groups staying in their own classroom. • Teachers and support staff are allocated to a bubble group. • Cover supervisors will work across more than one bubble group to facilitate interventions and enable PPA/NQT/Management time. They should try to keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. <p>Social distancing</p> <ul style="list-style-type: none"> • Adults should aim to maintain a 2m distance from each other both in the classroom and in other areas of the school. Full staff meetings will take place in the hall to allow 2m social distancing. Smaller group meetings may take place in other areas of the school provided that 2m social distancing is possible. Microsoft teams may be used as an alternative for some meetings / training. • Where possible, staff should aim to maintain a 2m distance from pupils. Whilst this is not always possible with primary age children, doing this when circumstances allows would still offer some benefit in lowering the risk of transmission. • Close face to face contact with pupils should be avoided and time spent within 1m minimised. • Children old enough to understand should be supported to maintain distance and avoid touching staff and peers. Where this is not possible, such as through small guided groups with the younger children, a face shield may be worn by the adult. • Classroom furniture should be organised in a manner to enable social distancing wherever possible: <ul style="list-style-type: none"> ○ Pupils should be seated 2m away from the teacher's 'teaching space' at the front of the class. ○ Where desk types allow, desks should be arranged so that pupils are seated side by side and facing forwards (rather than face to face or side on). ○ Some unnecessary furniture may need to be removed from the classroom to create more space for a layout which maximises the potential for social distancing. • Marking within lessons may take place if children pass their book to the end of a table or place their work on a marking table. Adults must ensure that they practice good hand hygiene after touching books. <p>Staff spaces Schools should plan how shared staff spaces are set up and used to help staff to distance from each other. Use of the staff room should be minimised.</p>	

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			<ul style="list-style-type: none"> • Each member of staff will have an identified work area for time out of the classroom. Teachers should use their own laptops to reduce the number of people needing to work in the staff room and resource room. • More than one member of staff may use a workspace over the course of the day/week and sanitising wipes will be provided at each work station so that table surfaces and keyboards can be cleaned after use. • Staff should keep their own personal stationery to use in these areas. • Sanitising wipes will be provided in work areas so that staff can wipe phones, photocopier keypads, trimming machines etc after use. • Additional socially distanced staff workspaces will be set up in a spare classroom using spare tables and chairs. • The timetable for staff lunchtimes will ensure that not all staff will need to access the staffroom at any one time. Staff should use the available chairs and sofa and choose a seat that enables them to maintain a 1m+ distance from others. Staff should consider taking their breaks in other areas e.g. their empty classroom or workspace area to minimise mixing and maximise distancing. <p>Visitors to the school (including peripatetic music teachers, sports coaches, SEND specialists and volunteers)</p> <ul style="list-style-type: none"> • Only one visitor/family group will be permitted into the reception area at a time. Other people will be asked to wait outside the building until the reception area is clear. • A record is kept of all visitors via the visitors record at reception. • Visiting teaching staff should ensure they minimise contact and maintain as much distance as possible from other staff and pupils. • Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. • Volunteers will not be used in school at present. • All visitors to the school will be required to read the site procedures e.g. use of sanitiser and social distancing. <p>Wrap around care</p> <ul style="list-style-type: none"> ○ Before and after school club will be advised of bubble groupings within school and will create zones in their rooms and restrict the children to the same groups. They must keep a record of the children in each group during each session. ○ The wrap around care provider must consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak 	

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			<ul style="list-style-type: none"> ○ The wrap around care provider must have their own risk assessment that is shared and agreed with the head teacher before their provision resumes. This must detail grouping and staffing arrangements, cleaning of resources and environment. ○ Use of the trim trail or other school outdoor equipment will not be permitted and contact sport activities must not take place. <p>Resources</p> <ul style="list-style-type: none"> ○ Staff are encouraged to transfer information electronically, rather than hard copy. ○ For age groups learning at desks, children will have the same, named desk/chair each day. ○ Sharing of frequently used items such as pens/pencils should be avoided and pupils will be provided with school equipment labelled with their name/initials using permanent pen. This equipment will be kept in pupil trays. Pencil cases and stationery from home will not be permitted. ○ The EYFS bubble group will use a bubble group set of stationery which will be cleaned as part of the daily cleaning schedule. ○ It is not possible to provide sets of coloured pens/pencils to all children. When such resources are shared, they will be cleaned or rotated. ○ Staff should have their own pencil case of equipment and sharing of pens etc. on teacher desks should be avoided. ○ Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly in accordance with the cleaning schedule. ○ Resources that are shared between bubble groups e.g. sports, art and science equipment should be cleaned after use by a bubble. ○ As an alternative to cleaning equipment, rotation of resources is permitted. Such resources must be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. If this method is used, resources must be placed in a box and labelling with the date of last use and the date that they can be released. ○ Bubble groups will have access to their own outdoor play equipment. Only easily cleanable equipment will be available e.g. hoops, cones, balls, and this will be cleaned at the end of the day. ○ The trim trail will not be used as thorough cleaning is not possible. ○ EYFS and Year 1 bubble groups will not have use of sand as this cannot be cleaned after use. ○ Each EYFS bubble group will have access to their own water for water play, this will be emptied and refilled each day. ○ On days where playdough is planned as a resource, each bubble group will have their own tub, which will be made on the day of use and disposed of at the end of the day. ○ Where computers/tablets are used, keyboards/screens will be cleaned after use. ○ Pupils may take reading books, word cards and library books home. Where reading levels are accessed by more than one bubble group, an adult will select the book that a child will take home in order to avoid books being touched excessively. When children return the books to change them, the books must be stored securely (as detailed above) for rotation after 48 hours (72 hours 	

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			<p>if covered in plastic). If rotation is not possible due to the available number of books, books must be cleaned before use by another pupil.</p> <ul style="list-style-type: none"> ○ Children will be permitted to take a library book home. Bubbles will access the KS1 and KS2 library according to a timetable. Where more than one bubble is accessing a library, there should be 72 hours between each group accessing it. When books are returned books must be quarantined in the same way as reading books. ○ Homework/spelling books will not be sent home. Spellings/homework tasks will be sent home on a sheet of paper that does not need to be returned. Wherever possible, homework will be set using existing online platforms i.e. PurpleMash, SpellingShed, Maths Shed, TTR. As part of their start of term class newsletter, teachers will survey which families have no internet/device access for completing online tasks. Passwords will be reissued in reading records. ○ Teachers are permitted to take books and resources home e.g. exercise books for marking. However, this should be avoided, and as much marking should be completed at school as possible. The normal marking policy applies. ○ Children will have a named peg in the cloakroom for their coat/bag. Water bottles will be stored in the classrooms and lunch bags stored on a lunch trolley for the bubble group. ○ Parents have been advised that, although bags are allowed, pupils must limit the amount of equipment they bring into school each day, to essentials i.e. lunch box/water bottle, coats/hats, reading books. Parents have been advised to send a clean water bottle each day and that lunch bags should be cleaned inside and out. ○ Parents have also been advised that the usual school uniform policy will be in place. 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. The school will manage non-compliance with the uniform policy, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures. The school holds some unclaimed lost property uniform that can be used to support families in severe financial difficulty and made available to other families for a small donation. 	
			<p><u>Face coverings and other PPE</u></p> <p>The government is not recommending universal use of face coverings in all schools. Primary school children will not need to wear a face covering.</p> <p>Staff are supported in wearing PPE if that is their choice, particularly in areas where social distancing is not possible e.g. in the staffrooms. If wearing a face mask, staff should be mindful of people who rely on lip reading, clear sound or facial expression to communicate and remove their mask in such cases.</p> <p>If a parent wishes for their child to wear a face mask in school, this must be discussed directly with the school. Children wearing masks without prior agreement will be asked to remove them.</p>	

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			<p>Face covering should be worn by visitors if social distancing cannot be met.</p> <p>Government guidance states that the majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> ○ where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained. ○ where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used. <p>In such circumstances, PPE including disposable gloves, plastic aprons, face masks and visors are available in school. PHE guidance on donning and doffing PPE must be followed.</p> <p>If a child/staff member wears a face covering e.g. in the staff room or because they have used public transport, the following process must be followed:</p> <ul style="list-style-type: none"> ○ Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. ○ Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully. ○ Pupils must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again 	
			<p><u>RESPONSE TO INFECTION</u></p>	
			<p><u>Engage with NHS Test and Trace</u></p> <ul style="list-style-type: none"> • Staff, particularly leaders and office staff dealing with absence reporting must understand the NHS Test and Trace process. Contact details for the local Public Health England health protection team are available in the school office. <p>PHE East of England Health Protection Team, Second Floor Goodman House, Station approach Harlow, Essex, CM20 2ET EastofEnglandHPT@phe.gov.uk or phe.EoEHPT@nhs.net</p>	

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			<p>Phone: 0300 303 8537 Out of hours advice: 01245 444 417 (Essex) and 01603 481 272 (South Midlands and Hertfordshire)</p> <ul style="list-style-type: none"> • Parents and staff members have been advised that they will need to be ready and willing to: <ul style="list-style-type: none"> ○ Book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. ○ Provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace. ○ Self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19). • The school will have a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. (Tests will be sent directly to schools by the start of the autumn term). • Parents and staff have been informed that upon receiving the results of a test, they must inform the school immediately. <ul style="list-style-type: none"> ○ if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating. ○ if someone tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days. 	
			<p><u>Managing a confirmed case of Covid-19 in the school</u></p> <ul style="list-style-type: none"> • If the school is informed that a pupil or member of staff has tested positive, they must contact the local health protection team immediately. Contact details are held by the office. 	

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			<ul style="list-style-type: none"> • The local health protection team will also contact schools directly if, via test and trace, they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school. • The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. • The school must be able to provide details of the children and staff who have been in close contact with an infected individual. The office will have a checklist of contacts to consider so that this information can be gathered as quickly as possible. This can be gathered by: <ul style="list-style-type: none"> ○ The daily registers for classes in a bubble group (Sims system). ○ The names of adults who are part of a bubble group. ○ Use of the cover timetable to identify other adults who have been in contact with the individual. A record must be kept of any changes to cover arrangements i.e. who covered and when if outside the normal timetable. ○ Names of any visiting specialists who have had close contact e.g. SEND specialists, coaches. ○ If relevant, names of contacts in wrap around care and other after school sports clubs. The school must have immediate access to wrap around care and sports club registers to easily identify these contacts. ○ Names of staff members from outside the bubble group who have provided first aid to a child. ○ Names of members of staff outside the bubble group where close contact may have occurred e.g. lunch time supervisors. ○ Staff should keep records of any incidents where a child has had close contact with children or adults outside their bubble group for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact e.g. if a SEND child ran into another classroom or outdoor play area. • The health protection team will provide definitive advice on who must be sent home. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. • Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and: 	

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			<ul style="list-style-type: none"> ○ if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. ○ if the test result is positive, they should inform their setting immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' • Evidence of negative test results or other medical evidence is not required before children/staff return after a period of self-isolation. <p>Containing an outbreak</p> <ul style="list-style-type: none"> • If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak. • The school must contact the health protection team for advice where absence increases and Covid19 is suspected. • The school must work with their local health protection team who will be able to advise if action is required e.g. increasing the number of people self-isolating. • If an outbreak in school is confirmed, a mobile testing unit may be dispatched to the school to test others. 	
Close contact due to first aid in response to injury or illness (symptoms not related to Covid 19).	Children / staff	Close contact posing an increased risk of infection.	<p>Children who become unwell at school with symptoms not related to COVID-19 will be dealt with as normal and parents will be contacted as necessary if the child needs to go home.</p> <p>Pupils who require first aid should continue to receive care in the same way. No additional PPE is needed because of coronavirus (COVID-19) for anyone who does not have coronavirus (COVID-19) symptoms.</p> <p>Each bubble group will have a first aid kit for dealing with minor injuries.</p> <p>Each bubble group will have an allocation of labelled reusable ice packs. After placing the ice pack in a sleeve, the sleeve/ice pack will be completely covered with a clean plastic bag. After use, the plastic bag will be disposed of and the ice pack will be returned to the freezer.</p> <p>An infrared thermometer is in school and forehead thermometers will be cleaned with a disinfecting wipe after use.</p>	Y
Close contact due to intimate care needs	Children/staff	Close contact posing an increased risk of infection.	<ul style="list-style-type: none"> • If EYFS or other children require intimate care support, members of staff will comply with the intimate care policy. • PPE is only needed in a very small number of cases 	

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			<ul style="list-style-type: none"> ○ where a child becomes ill with coronavirus (COVID-19) symptoms and only then if a distance of 2 metres cannot be maintained ○ where a child already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used 	
Failure to access education due to poor attendance.	Pupils e.g. families anxious about returning.	Failure to make academic progress.	<p>Statutory measures</p> <ul style="list-style-type: none"> • The Government has stated that attendance is mandatory from the beginning of the Autumn term. • Parents have been informed that attendance will be mandatory and that the usual rules on school attendance will apply. • The school will record attendance and follow up absence. • Normal procedures will be followed e.g. the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct. • Where children are not able to attend school as parents and carers are following clinical or public health advice, for example, self-isolation or family isolation, the absence will not be penalised. <p>Identification of anxious or disengaged pupils / families</p> <ul style="list-style-type: none"> • The school will identify pupils, parents and households who may be: <ul style="list-style-type: none"> ○ reluctant or anxious about returning to school. ○ at risk of disengagement, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic. • Teachers/office staff may identify such families as a result of e-mail/phone contact, or lack of. Non-attendance to the transitions sessions may also be an indicator. • The school will write to all families before the start of term to highlight that attendance is mandatory, confirm arrangements for the return and to reassure them of the measures in place to minimise the risk within school. • The school will contact anxious families directly via phone to discuss their concerns and provide reassurance of the measures in place to reduce the risk in school. It should be made clear that pupils of compulsory school age must be in school unless a statutory reason applies. • The school has gained advice on how to support the mental wellbeing of returning pupils. • Additional catch-up funding or other sources of funding e.g. schools' pupil premium funding may be used to put measures in place for those families who will need additional support to secure pupils' regular attendance. 	
Inability to attend school and access education.	Pupils who are self isolating or shielding.	Failure to make academic progress.	<p>Shielding and self-isolating pupils</p> <ul style="list-style-type: none"> • A small number of pupils will not be able to attend school because they are self-isolating due to symptoms or a positive test or as a result of contact with someone who has tested positive. • Changes to shielding advice from 1 August means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. The school will identify children who fall into this category and support them with their return to school. 	

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			<ul style="list-style-type: none"> If rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised by the Government to shield during the period where rates remain high and therefore they may be temporarily absent. Where families are following clinical and/or public health advice, absence will not be penalised. Remote education will be offered to these pupils. 	
Pupil's poor mental wellbeing upon return to school.	Children who are anxious, stressed, disengaged, directly impacted by COVID 19 e.g. serious illness of family member, bereaved	<p>Poor mental health.</p> <p>Negative impact on academic progress.</p>	<p>The school will define a whole school plan for supporting wellbeing on return to school. The plan will consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <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 (COVID-19) support pupils with approaches to improving their physical and mental wellbeing Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. 	
Pupil behaviour issues: Inability to readjust to school routines and rule. Failure to follow new rules relating to restricted movements and contacts and hygiene.	Pupils and staff	<p>Negative impact on academic progress for the individual.</p> <p>Disruption for other pupils and staff.</p> <p>Increased risk of COVID-19 transmission if restrictions relating to contacts and hygiene rules are not followed.</p>	<ul style="list-style-type: none"> Children will be supported to settle back into school life. They will be reminded of the school rules and values through classroom sessions and remote assemblies. New school rules and procedures will be explained and adults will support children to follow these e.g. staying in their designated outdoor space at playtime, playing games that don't involve touching others. Children will be rewarded for meeting the behaviour expectations using Rainbow merits, 5Rs stickers and whole class reward systems e.g. marble jars. 	
Covid-19 poses a greater risk of serious harm to some individuals.	Staff in categories identified as greater risk e.g. those with underlying health issues.	Covid-19 can result in a more serious illness or pose greater risk to others in their household.	<p>Shielding measures are relaxed from 1 August meaning that most people who had previously needed to shield should be able to attend school.</p> <ul style="list-style-type: none"> Staff, including new staff, who have previously shielded should be supported to return to work. Individual risk assessments will be undertaken in such cases with consideration to deployment which enables social distancing. Government guidance states that people who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. 	

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			<ul style="list-style-type: none"> Staff must notify the headteacher if there are changes in their own health that mean they are more vulnerable to infections or if they receive public health advice that they need to shield. 	
Negative impact on staff well being and work-life balance.	All staff	Mental health illness, which may also result in staff absence.	<p>Staff understand the controls that are being put in place:</p> <ul style="list-style-type: none"> Staff representatives will have the opportunity to contribute to the risk assessment. All staff will read the risk assessment so that they are aware of all measures and will sign to confirm that they have done this. Staff training on the key procedures will take place for existing and new staff. Mechanisms are in place for staff to meet with their line manager if they are anxious about returning to school. Individual risk assessments can be conducted as required. Support materials on mental health and wellbeing e.g. online learning courses have been shared with staff. Further information relating to the support available will be shared including details of an education support helpline number. A staff mental health / wellbeing champion will be appointed. 	
Insufficient staff	Pupils and other staff	<p>Inadequate pupil support therefore failure to make academic progress.</p> <p>Inadequate supervision.</p> <p>Inadequate first aid cover.</p> <p>Increased workload for other staff.</p>	<ul style="list-style-type: none"> Staffing levels are monitored to ensure there are enough members of staff to supervise pupils in school. Provision is in place if members of the leadership team are ill with Covid-19 i.e. Deputy Head, Assistant Heads, Key Stage Leaders. Support and Site staff levels are monitored to ensure there are enough members of staff to provide support and site maintenance/cleaning. Staff must inform the headteacher as soon as they become ill or as soon as they know they need to self-isolate. They must keep the school informed of their planned return date after illness / self-isolation. <p>Shorter term staffing issues e.g. staff absent due to illness, self isolation.</p> <p>Cover/redeployment</p> <ul style="list-style-type: none"> All classes have a teacher and teaching assistant. Most teaching assistants are level 3 qualified. Support staff will be used to support interventions/catch up both within the classroom and by taking groups outside the classroom. Bubbles are organised as year group/upper and lower keystage bubbles meaning that teachers and TAs can work across both classes if needed. TAs are able to cover classes and lead groups under the direction of a teacher. There are 2 cover supervisors in the school who are able to work across classes. Senior leaders could be used to cover classes. Supply staff could be used. 	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Control Measures (based on DFE guidance and school specific measures)	Are Control Measures in place Y/N/NA
			<ul style="list-style-type: none"> • All staff will be first aid trained at the September 2020 training day. • Redeployment of staff should not be at the expense of SEND pupils. • The Headteacher will consider whether a person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree with the individual. • If someone is redeployed to care for an individual with complex needs support/training for meeting those needs would be provided. <p>Staff absence due to impact of Covid 19 on holiday arrangements</p> <ul style="list-style-type: none"> • Staff will need to be available to work in school from the start of the autumn term. • School leaders will ask if any staff have holidays already booked to destinations that require a 14 day quarantine upon return which would affect their ability to return for the start of the Autumn term. • Staff will be advised to consider quarantine periods if booking a holiday over the summer, to ensure that they are able to return to school for the start of the Autumn term. • There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting. In such cases, staff must notify the Headteacher ASAP and keep them informed so that cover arrangements can be put in place. <p><u>Longer term staff shortage</u></p> <p>Recruitment</p> <ul style="list-style-type: none"> • Recruitment will continue as required using the usual routes to advertise vacancies and following recruitment procedures. • The school will comply with the legal requirements regarding pre-appointment checks. <ul style="list-style-type: none"> ○ During the summer, safeguarding checks can continue to be carried out remotely. ○ From the start of the autumn term safeguarding checks will revert to being carried out in person. <p><u>Supporting trainee teachers</u></p> <ul style="list-style-type: none"> • Trainees may be hosted in the school. 	
Increase in safeguarding / welfare concerns as more children return to	Staff and pupils	Action to protect pupils may not be in a timely manner or take place at all.	<p>The return to school of more pupils, after a long absence in challenging circumstances may result in more observations/disclosure of incidents of a safeguarding nature.</p> <ul style="list-style-type: none"> • Designated safeguarding leads (and deputies) are aware that, especially in the first few weeks of term, more time may be needed 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. 	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Control Measures (based on DFE guidance and school specific measures)	Are Control Measures in place Y/N/NA
school after a long absence and failure to act appropriately.		Increased workload for DSL and deputy.	<ul style="list-style-type: none"> The DSL should be prepared to work with agencies and services, including the school nurse, to actively look for signs of harm. All staff will receive safeguarding training as part of the September 2020 training days. The school will ensure that staff (new staff in particular) are aware of school procedures and that people know how/where to record concerns. 	
No catering provision for school meals or poor provision without risk assessments in place.	Pupils	<p>No food available or limited meal choices resulting in hungry children and poor nutrition.</p> <p>Risk of Covid-19 transmission.</p>	<p>School milk scheme</p> <ul style="list-style-type: none"> The school milk scheme will resume. TAs will organise milk in the classroom during snack time. Milk cups will be washed in hot soapy water or the dishwasher. <p>School fruit scheme</p> <ul style="list-style-type: none"> Fruit must be washed. Adults will wash their hands and hand fruit to children to avoid children touching multiple pieces. EYFS will not operate a 'rolling snack' system. Instead, they will manage a whole class snack routine. <p>School lunches</p> <ul style="list-style-type: none"> The school kitchen will be fully open from the start of the autumn term and normal legal requirements will be met about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals. The school kitchen will operate and comply with the guidance for food businesses on coronavirus (COVID-19). 	
Fire / emergency evacuation	Pupils/staff	<p>Burns/smoke inhalation.</p> <p>Infection with Covid-19</p>	<ul style="list-style-type: none"> Staff and pupils must be aware of evacuation routes. Evacuation routes inside the building enable social distancing between groups. Once outside, where practicable, maintain social distancing on evacuation routes. If impracticable priority is evacuation. The evacuation assembly points are on the MUGA. 	Y
Risks associated with reopening the building	Pupils & staff	<p>Increased risk of legionella due to stagnant water systems.</p> <p>Failure of alarm systems increasing risk of harm via fire/smoke.</p>	<ul style="list-style-type: none"> The building was in partial use during lockdown and full use during the summer term. Prior to reopening for the autumn term, all the usual pre-term building checks will be completed. Further advice can be found in the following guidance: Legionella risks during the coronavirus outbreak. Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown. 	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Control Measures (based on DFE guidance and school specific measures)	Are Control Measures in place Y/N/NA
<p>School trips – increased risk of COVID-19 transmission or increased risk of financial loss</p>	<p>Pupils, staff, school, parents</p>	<p>Increased risk of Covid 19 if trips are not risk assessed and managed.</p> <p>Financial loss to school and parents if trips are cancelled.</p>	<p>Current advice is that domestic (UK) overnight and overseas educational visits are advised against at this stage see coronavirus: travel guidance for educational settings.</p> <ul style="list-style-type: none"> Schools can resume non-overnight domestic educational visits from the Autumn term. This should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. Swimming lessons have already been booked for Autumn term. If pools reopen and the lessons can go ahead, a risk assessment will be conducted, including the revised risk assessment for coach travel. Trip bookings for the Autumn term will be considered once the Autumn term begins. Before bookings are made, consideration should be paid to the financial risk should the trip have to be cancelled due to self isolation of a bubble group, lack of additional staff to support a trip due to self isolation, local lockdown in the area of the school or trip destination. 	
<p>Failure to ensure that pupils have the opportunity to catch-up on missed learning.</p> <p>Catch up plans result in a narrowed curriculum.</p>	<p>Pupils</p>	<p>Children are not secure on learning missed during lockdown.</p> <p>Additional learning gaps are created in some areas whilst catch up of some areas takes place.</p> <p>Negative impact engagement and well being if a balance curriculum is not provided.</p>	<p>Government guidance states that schools should teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.</p> <ul style="list-style-type: none"> The school will use its existing curriculum as the basis for the new year and will adapt this to meet the needs of all pupils. The school will prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics). Children will complete the assessments they would have completed at the end of the summer term within the first few weeks of the Autumn term. The outcome of these will inform planning – both whole class and interventions. Data will be managed and monitored using the school assessment system. Teachers will identify missed objectives via discussions with the previous class teacher and use of school assessment systems. When planning for a unit of work, teachers will consider missed objectives for the previous year and objectives for the current year and plan accordingly. All subjects will continue to be taught across the school. If time is prohibitive, prioritisation will take place within subjects, ensuring the most important components for progression are prioritised. Subjects will not be removed from the timetable. 	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Control Measures (based on DFE guidance and school specific measures)	Are Control Measures in place Y/N/NA
			<ul style="list-style-type: none"> • The school will follow the updated scheme of work for White Rose maths. This aligns to the White Rose scheme of work, which was provided as part of the school's home learning during lockdown. • Children in years 1, 2, and 3 will have an extra 15 minutes phonics session per day, with the aim of catch up and being back on track with existing plans by the end of Autumn term. • There will be opportunities to practise reading skills across the curriculum, in addition to Reading workshop time, English lessons and 1:1 reading in some cases. • The school will take advantage of its creative curriculum where texts used in English lessons already enrich learning in other areas e.g. history and science. Careful selection of texts used in reading workshop will provide further opportunities to ensure the curriculum is balanced, even if foundation subject lessons are slightly shorter due to additional phonic lessons. • Teachers will make effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) throughout the year as well as summative assessment. • For children in pre-school, teachers will focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. • For pupils in Reception, teachers will also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Updates to the EYFS disapplication guidance will be followed. • Preschool and Reception, have their own outdoor learning spaces enabling opportunities for outdoor learning for both bubble groups. • Relationships and health education (RHE) for primary aged pupil schools becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021. • Teachers are aware that statutory assessments are planned to resume in 2021 and will plan accordingly. This includes: <ul style="list-style-type: none"> ○ the phonics screening check ○ key stage 1 tests and teacher assessment ○ the Year 4 multiplication tables check ○ key stage 2 tests and teacher assessment ○ statutory trialling ○ Possibly the phonic screening check in Y2 due to the missed 2020 test (currently under review by STA) • The statutory rollout of the reception baseline assessment has been postponed until September 2021. 	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Control Measures (based on DFE guidance and school specific measures)	Are Control Measures in place Y/N/NA
Inequality of education	<p>Pupils who are following advice to shield.</p> <p>Pupils who are following public health requirements to self-isolate.</p> <p>Pupils in areas of local lockdown.</p> <p>Pupils who are unable to access online learning.</p>	<p>Falling behind their peers who are in school.</p> <p>In the case of local lockdown, falling behind peers in other schools nationally.</p>	<p>Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.</p> <ul style="list-style-type: none"> • The school is prepared to revert to online teaching should it have to close due to an outbreak within the school or in response to local lockdown. Partial opening for vulnerable children and the children of critical key workers would resume according to public health team advice. • Teachers' weekly planning will be in a format that could easily be converted to Purple Mash blogs for remote learning (as has been the case throughout lock down). • Teachers will keep a master pack of weekly printed resources, which could easily be used to create a printed home learning pack should a child or group have to self-isolate. • In Autumn term, teachers will set homework using our online platforms (Purplemash, Spelling Shed, Maths Shed and TTR). This helps to reduce the movement of resources between school and home but will also ensure that parents and children remain familiar with these systems and can easily readapt to using them should the need arise. Passwords will be reissued to all children in the Autumn term to ensure that families have them at home. Passwords will be created for children new to the school. Children who do not have online access will be identified via a questionnaire at the start of term. • Remote learning tasks would follow the school curriculum (as has been the case during summer 2020) • PurpleMash will continue to be the main tool used to provide teaching guidance and resources, set tasks, assess pupils' work and provide feedback. As well as providing tasks, Purple Mash blogs will contain links to relevant information sources e.g. powerpoints and recommended websites as well as relevant video links e.g. White Rose, BBC bitesize, Oak Academy, teacher created links. Taking into account the pupils' age, stage of development and/or special educational needs, and adjusting accordingly: <ul style="list-style-type: none"> ○ Assignments will be set daily via a daily Purple Mash blog. ○ Daily tasks will cover a range of subjects i.e. daily English and Maths + foundation subjects. ○ Lessons and plans will be well planned and sequenced so that knowledge and skills are built incrementally. ○ Teachers will gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work. ○ Teachers will adjust the pace or difficulty of what is being taught in response to questions or assessments and/or provide revision opportunities to secure understanding. ○ Teachers will plan a programme that is of equivalent length to the core teaching pupils would receive in school. • New teaching staff will be trained in the use of PurpleMash and other online systems. 	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Control Measures (based on DFE guidance and school specific measures)	Are Control Measures in place Y/N/NA
			<ul style="list-style-type: none"> Printed home learning packs will be provided for children without online access. These will include teaching guidance as well as activities. The school recognises that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. We will provide a balance of supported and independent activities and provide guidance, including time expectations, for parents supporting their child at home. The school will investigate safe systems for creating their own online lessons in order to further improve their online learning offer. 	
Failure to follow new procedures	Staff and pupils	Measures to control the spread of Covid-19 are not implemented, increasing the risk of infection	<ul style="list-style-type: none"> Staff training in new procedures is planned for training day September 2020. All staff must read and sign to confirm that they have read the full risk assessment. Upon return to school, children in all bubbles will have a lesson to cover key infection control procedures. 	
Cleaning: Stocks are dangerously low putting school at risk of closure	<p>Students Staff Visitors Drivers Cleaners</p> <p>Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions</p> <p>Anyone else who physically comes in contact with someone in relation to school</p>	<p>Critical levels of cleaning products lead to an inability to secure clean working environments which will lead to an increased risk of infection or spreading of the virus</p> <p>Inadequate support for students and staff</p>	<p>A good supply and stock of cleaning and hygiene resources is monitored and maintained.</p> <ul style="list-style-type: none"> Soap Alcohol-based hand sanitiser Paper towels for hands Paper towels for cleaning. Sanitising wipes Tissues Cleaning/disinfecting spray. Bin bags Rubber gloves and disposable gloves for cleaning. <p>ICP Hygiene has been identified as a supplier of soap, anti-bacterial gel and cleaning products. Stocks will be monitored to minimise the risk of shortages.</p> <p>The head teacher will monitor the budget and costs associated with the enhanced hygiene and cleaning procedure.</p>	Y

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Control Measures (based on DFE guidance and school specific measures)	Are Control Measures in place Y/N/NA
Health and Safety: Staff, parents, unions deem the health and safety measures in place inadequate resulting in low staffing or student attendance levels	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with someone in relation to school	Dangerous levels of supervision for students Inadequate first aid provision Inadequate support for students and staff	Add to and adapt the Health and Safety Policy to include aspects linked to Covid-19. Staff have been consulted during the risk assessment process. New procedures and the control measures that have been put in place have been communicated to staff. Parents have been informed of the control measures in place in school. Learning spaces and classrooms have been prepared for the return of pupils. Staff are supported in wearing PPE if that is their choice. PPE is available in school. Stock levels will be monitored to ensure that there are no issues with availability. Staff have watched a video on the safe donning and doffing of PPE. Ensure 'normal' health and safety / PPM checks continue.	Y
Site constraints: adaptations to make the site safe within Covid-19 guidelines are physically or financially prohibitive	Students Staff Visitors Drivers Cleaners Vulnerable groups- Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with	Dangerous levels of supervision for students Inadequate first aid provision Inadequate support for students and staff	Review what physical changes and adaptations will need to be made to the site – both in terms of a safe entry/exit to the school for all and safety around the site during lessons and recreation times. Rearrange classrooms to enable social distancing guidance where possible. Review Lettings (wrap around care) and make decisions as to when these may be re-started. If this cannot be achieved, options can be discussed with the local authority.	Y

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Control Measures (based on DFE guidance and school specific measures)	Are Control Measures in place Y/N/NA
	someone in relation to school			
Workload: staff workload in terms of emergency curriculum planning and adaptation is prohibitive in terms of time and practicality	Staff	Excessive staff workload Staff stress and anxiety; poor levels of wellbeing Dissatisfaction Inability to teach effectively Staff absence	<p>Ensure that staff are aware of how to assess and plan effectively to fill gaps.</p> <p>Ensure all staff (new and existing) are trained on the efficient use of assessment systems and online learning platforms. Ensure that technology enhances learning and that time is provided for staff to learn how to use new technologies.</p> <p>Encourage teachers to share best practice and time saving tips.</p> <p>Ensure that staff are planning and collating resources in a way that can easily be converted to online blogs and printed home learning packs in case of self-isolation or lockdown.</p> <p>Leaders should monitor workload associated with different ways of working during Covid-19 pandemic to ensure staff have a reasonable work-life balance and to ensure that workload does not increase.</p> <p>Review and adapt current curriculum plans where possible.</p> <p>Ensure duty rotas are balanced and that the process is discussed and explained to staff.</p> <p>Review data management and ensure that expectations are reasonable and within normal expectations.</p>	Y
The risk assessment has failed to identify hazards and/or insufficient control measure are in place.	Pupils and staff	<p>Failure to minimise risk of COVID19 infection.</p> <p>Failure to deliver legal obligations to pupils and staff.</p>	<p>It is a legal requirement that employers must consult with the health and safety representative selected by a recognised trade union or, if there isn't one, a representative chosen by staff. As an employer, you cannot decide who the representative will be.</p> <ul style="list-style-type: none"> School staff will be asked to nominate a member of staff to review and contribute to the risk assessment. Consultation on the risk assessments that will be in place for the start of the autumn term will take place before the summer break, to ensure that people have adequate time to contribute. 	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Control Measures (based on DFE guidance and school specific measures)	Are Control Measures in place Y/N/NA

Record of changes/updates

Version number	Date issued	Amendments
1	28.05.20	
2	16.06.20	<ul style="list-style-type: none"> • Addition of pre-school bubble. • New exit route for Panda bubble (now via hall) • The name of Smart safe training courses completed by staff has been updated to the correct course title.
3		Risk assessment process repeated and risk assessment rewritten in accordance with the government guidance for September - Guidance for full opening – schools (Published 2 July 2020)

RISK ASSESSMENT REVIEW:

Where changes are identified at review the original risk assessment should be updated and saved as a new version (a copy of the original risk assessment should be retained). If no changes are required, this should be noted below.

Date of Review:	Assessor's Name:	Assessor's Signature:	Outcome of review: (Risk assessment reviewed & re-issued / No changes identified)	Senior Manager's Name:	Senior Manager's Signature:	Date signed:	Next Review Due: