

School/Academy:	Denewood and Unity Academies	Date of assessment	06/11/2020
Who might be harmed?	Pupils, staff, visitors and contractors	How many are affected?	Whole School

Reference: “Given the improved position, the balance of risk is now overwhelmingly in favour of children and young people returning to school.... For the vast majority of children and young people, the benefits of being back in an education setting far outweigh the very low risk from coronavirus”

[Guidance for full opening: special schools and other specialist settings \(2nd July 2020\)](#)

[Guidance for full opening schools \(28th August 2020\)](#)

[Guidance for full opening: special schools and other specialist settings \(5th November 2020\)](#)

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
Communication				
Staff	<ul style="list-style-type: none"> This completed risk assessment is shared with staff. Signatures are obtained. 	✓	Staff are given regular updates and have been given an open invitation directly with the Head/SLT to raise any suggestions and/or concerns.	L
	<ul style="list-style-type: none"> Staff are encouraged to give regular feedback on the effectiveness of these control measures and plans, share suggestions and identify additional touch points. 	✓	Staff are given regular updates and have been given an open invitation directly with the Head/SLT to raise any suggestions and/or concerns.	
Parents/carers, pupils and visitors	<ul style="list-style-type: none"> The relevant control measures from this risk assessment are communicated to parents, carers, pupils and visitors. 	✓	Letters sent to parents wc 20/07/20 about control measures in school and activities for first few weeks back. Sign on main door about not coming into the building. Phone calls to parents occurred 03/09/20. Tutor time for pupils on 04/09/20. Assembly to all pupils occurred 08/09/20. Text messages to parents to view the RA on Trust website completed when RA is updated.	L
	<ul style="list-style-type: none"> Where possible, for example with older children with less complex needs who are able to self-regulate their behaviours without distress, children and young people should also be supported to maintain distance and not touch staff and their peers. This will not 	✓	Separate bubble in place for our youngest pupils in KS2 For any pupils where it is a more common behaviour to touch others/staff an individual	

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	be possible for the youngest children and some children with complex needs and it is not feasible in some settings where space does not allow. Settings doing this where they can, and even doing this some of the time will help. <ul style="list-style-type: none"> • Signage is installed wherever necessary as a reminder. 		risk assessment can be carried out.	
	<ul style="list-style-type: none"> • If possible, a pdf version of this completed risk assessment published on the school's website to provide transparency of approach to parents, carers and pupils. (Do not include names where any personal details are recorded). 	✓	Update on Trust website with link on school website	
Employer	<ul style="list-style-type: none"> • This completed risk assessment is shared with the employer following sign off by the school's Governing Body. 	✓		L
Trade Unions	<ul style="list-style-type: none"> • This completed risk assessment is shared with the recognised Trade Unions following sign off by the school's Governing Body. (Do not include names where any personal details are recorded). 	✓		L
Contracting / transmitting Covid-19				
Preventing symptomatic persons attending school	<ul style="list-style-type: none"> • Pupils, parents / carers and any visitors, such as suppliers, are informed not to enter the school if they are displaying any symptoms of coronavirus: <ul style="list-style-type: none"> ○ a new, continuous cough ○ or a high temperature ○ or has a loss of, or change in, their normal sense of taste or smell (anosmia) PHE Campaign posters are available here. • 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 	✓	Sign on door, letters to parents, visitor guidance, parents informed verbally (checklist completed by class tutor). Phone calls to parents occurred 03/09/20. Tutor time for pupils on 04/09/20. Assembly to all pupils occurred 08/09/20.	L
		✓	Understood.	

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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"> Following the reduction in the prevalence of coronavirus and relaxation of shielding measures from 1 August most staff are expected to attend school. <p>It remains the case that wider government policy advises those who can work from home to do so.</p> <p>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.</p>	✓	Communicated via specific teams and line managers of groups who may be able to continue to work from home	L
	<ul style="list-style-type: none"> Contractors undertaking statutory testing and emergency and routine repairs are permitted on site. <p>They are advised to arrange visits outside of the school day where possible and avoid arriving and leaving site during pupil pick up and drop off times.</p> <p>The number and duration of face to face contacts with adults is limited as far as possible (e.g. 15 minutes). 2 metre social distancing protocols are followed.</p>	✓	Site manager controls access of contractors to the school site	
	<ul style="list-style-type: none"> Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. Specialists, therapists, clinicians and other support staff for pupils provide interventions as usual. They ensure they minimise contact and maintain as much distance as possible from other staff. Where visits can happen outside of school or college hours, they should. <p>To minimise the numbers of temporary staff entering the setting's premises, and secure best value, the school has considered using longer assignments with supply teachers and agree a minimum number of hours across the academic year.</p>	✓	Conscious effort to find and use alternatives to using supply. Also will use long-term supply staff.	
	<ul style="list-style-type: none"> The School's coronavirus safety principles are communicated to essential visitors such as contractors, other non-school based services, external coaches, clubs and organisations for curricular and extra-curricular activities prior to any proposed visit. 	✓	Sign on main front door and each entrance into the school. Visitors into the school is by appointment only. Where possible visitor expectations protocol is	

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	<p>A dialogue is undertaken where necessary between the school and visitors regarding the schedule of the visit including the rooms to be visited and any points of discussion around social distancing and hygiene.</p> <ul style="list-style-type: none"> Parents/carers are informed that if their child needs to be accompanied to the school, only one parent/carer should attend if possible. 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. 15 minutes). Non-essential visitors are asked remain away from site. In determining whether the visitor is essential consider whether the meeting can be undertaken remotely, whether there are any other health and safety, financial or other significant implications of not undertaking the visit. Governor meetings held virtually if possible. Any Governor meetings held in school are undertaken following social distancing protocols. Governor monitoring visits are undertaken virtually if possible. 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 performing arts 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 outdoor events. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>sent to visitors prior to their appointment so they can read and prepare.</p> <p>In letter to parents, verbal reminder by class tutor. Phone calls to parents took place 03/09/20 with a checklist of rules to share.</p> <p>Protocol shared with visitors and displayed in reception area</p> <p>None planned at Denewood and Unity</p> <p>None planned</p>	<p>High, medium, low</p>
<p>Persons at higher risk of becoming seriously ill</p>	<ul style="list-style-type: none"> Staff and pupils in the “clinically extremely vulnerable” categories have been identified. Note that research is being undertaken by PHE following reports that deaths among black, Asian and minority ethnic (BAME) groups 	<p>✓</p>	<p>All staff have been asked to inform school if they are identified as CEV. CEV staff have been asked to show their letter from the government / GP.</p>	<p>L</p>

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	<p>are disproportionately high.</p> <p>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:</p> <ul style="list-style-type: none"> ○ age – the risk increases as you get older ○ being a man ○ where in the country you live – the risk is higher in poorer areas ○ being born outside of the UK or Ireland 		Risk assessments in place	
	<ul style="list-style-type: none"> • Guidance is strictly followed for “clinically extremely vulnerable” groups of staff: 	✓	<p>All staff have been asked to inform school if they are identified as CEV.</p> <p>CEV staff have been asked to show their letter from the government / GP.</p> <p>CEV staff will be asked to work from home from 5th November 2020 until 2nd December 2020.</p>	
	<ul style="list-style-type: none"> • Guidance is strictly followed for “clinically extremely vulnerable” groups of pupils. <p>The following information has been shared with parents/carers of children who are currently in the clinically extremely vulnerable category:</p> <p>Parents should be advised to speak to their child’s GP or specialist clinician if they have not already done so, to understand whether their child should still be classed as clinically extremely vulnerable. Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend childcare or nursery during the period this advice is in place. Children who live with someone who is clinically extremely vulnerable, but who are not</p>	✓	We do not have any pupils onsite who currently fall into this category but a check will be made with parents 5 th November 2020 by class tutor to gain up to date medical information.	

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	<p>clinically extremely vulnerable themselves, should still attend education or childcare. Parents of clinically extremely vulnerable children will be receiving a letter shortly confirming this advice.</p> <p>More advice is available from the Royal College of Paediatrics and Child Health."</p> <p>Individual risk assessments have been completed where necessary.</p>			
	<ul style="list-style-type: none"> Staff in the clinically vulnerable and BAME categories have been individually reminded to observe social distancing where possible and the aide memoir is used when requested. 	✓	Risk assessments in place for any affected staff. These are to be reviewed in line of current guidance for the national lockdown and will be in place Mon 9 th November 2020.	
School Visits	<ul style="list-style-type: none"> 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. 	✓	No domestic overnight or overseas visits planned. Any local trips that take place will be risk assessed and also be at COVID secure venues only and a copy of their risk assessment will be available.	L
	<ul style="list-style-type: none"> External sport facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. 	✓	None planned	
Undertaking CPR	<ul style="list-style-type: none"> The following information has been shared with school first aiders: Resuscitation Council UK Statement on COVID-19 in relation to CPR and resuscitation in first aid and community settings www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm 	✓	Updated and sent 17/07/20 Resuscitation face shields available in the main first aid bag in the office	L
Persons becoming symptomatic whilst in school	<ul style="list-style-type: none"> If anyone in the school becomes unwell with: <ul style="list-style-type: none"> a new, continuous cough or a high temperature or has a loss of, or change in, their normal sense of taste or smell (anosmia) they must: <ul style="list-style-type: none"> be sent home and advised to follow ‘stay at home: guidance for 	✓	<p>Locations where pupils could be isolated:</p> <p>Meeting room 2 has ventilation, close to an exit, close to bathrooms and a hand wash station. This will be used to isolate pupils awaiting collection. PPE of gloves, masks, visor and aprons are available.</p> <p>Disinfection materials are available to clean down space.</p>	L

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	<p>households with possible or confirmed coronavirus (COVID-19) infection, which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus.</p> <p>Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <ul style="list-style-type: none"> • PPE is available in the event that someone becomes symptomatic on site and if a distance of 2 metres cannot be maintained: <ul style="list-style-type: none"> ○ a face mask ○ disposable gloves and an apron if contact is necessary ○ eye protection if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting. • 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. <p>Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p>		<p>Cleaners notified and room deep cleaned before the next school day.</p> <p>Individual toilet has been identified for pupil to use with a “do not use” available to be used if a pupil with symptoms uses the toilet.</p>	
	<ul style="list-style-type: none"> • PPE is available in the event that someone becomes symptomatic on site and if a distance of 2 metres cannot be maintained: <ul style="list-style-type: none"> ○ a face mask ○ disposable gloves and an apron if contact is necessary ○ eye protection if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting. 	✓	Available in admissions room and in boxes in classrooms.	
	<ul style="list-style-type: none"> • If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. <p>Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p>	✓	<p>Where a member of staff has helped someone with symptoms, 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</p> <p>Staff are aware of handwashing protocols after any contact with someone who is unwell.</p> <p>Cleaning of the affected area with normal household disinfectant will be undertaken after someone with symptoms has left.</p> <p>Hand washing and bathroom facilities are near Meeting Room 2. PPE and cleaning materials stored in the nearby ART room and will be available in all classrooms.</p> <p>If a child, young person or other learner becomes unwell with symptoms whilst in the</p>	

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	<ul style="list-style-type: none"> Records of persons with symptoms consistent with coronavirus are kept (ref: tracker). 	✓	<p>Academy and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. The child will be moved to a room where they can isolate until they are collected by a parent/carer.</p> <p>If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult.</p> <p>If there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</p> <p>A pupil and staff COVID-19 tracker is in use by senior admin staff. If any pupil or staff member becomes ill or needs to self isolate, details will be kept on this document.</p>	
Test and Trace	<ul style="list-style-type: none"> The latest NHS/PHE test and trace information has been shared with staff and parents. In particular, parents are encouraged to get tests for their children if they develop symptoms. Posters are available here. Staff and parent telephone numbers are checked for accuracy. 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: 	✓	<p>Shared with staff in a Headteacher briefing and welcome back presentation (delivered to staff and emailed out on 01/09/20). Posters are displayed around school.</p> <p>Admin and attendance keep records up to date. Enquiries take place with any that are recognised as not working. All staff completed an employee details form during wc 1/9/20. Phone calls to parents conducted 03/09/20 asked parents to confirm details.</p> <p>Home test kits arrived and are stored in a locked cupboard only accessible by senior staff.</p> <p>Details of home test usage will be kept on the</p>	L

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	<p>“You should only offer a home test kit to individuals who have developed symptoms while at school (or to their parent or carer if it is a pupil) in the exceptional circumstance that you believe they may have barriers to accessing a test elsewhere, and that giving them a home test kit directly will therefore significantly increase the likelihood of them getting tested.”</p> <p>Note that to book a test at a centre they will need their own transport (or walk). To book either a test at a centre or to request a home test kit access to the internet and mobile phone is required, or by telephoning NHS on 119.</p>		<p>covid-19 tracker. All efforts to use NHS 119 and website to book test must be tried before consideration of a home test issued by school.</p>	
	<ul style="list-style-type: none"> • Swift action is taken when you become aware that someone who has attended school has tested positive for coronavirus by first contacting DfE helpline and the call will be triaged and escalated to PHE if necessary • PHE East Midlands Health Protection: 0344 2254 524 The School’s employer (LA or Trust) should also be contacted. (See symptom summary chart). 	✓	<p>The advice service can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Callers will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice. Any general queries relating to coronavirus and education and childcare settings should select option 3 or 4.</p>	
	<ul style="list-style-type: none"> • Contact details, are kept of all other visitors to the school, including where possible, personal phone numbers. 	✓	<p>InVentry updated to ask visitors questions about symptoms and to put in a phone number for Track & Trace.</p>	
	<ul style="list-style-type: none"> • Ongoing records are kept of: <ul style="list-style-type: none"> ○ The names of pupils in the bubbles and members of staff who have accessed them. ○ Any close contact that takes places between children and staff in different bubbles. <p>These details may be required at short notice outside the regular school day to enable the school to inform individuals to immediately self-isolate.</p>	✓	<p>Senior leadership are aware of teaching groups – staff and pupils</p>	

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	<ul style="list-style-type: none"> For noting: In the event that a pupil or member of staff reports symptoms, the rest of the bubble can continue to attend school awaiting the result of the test (apart from any siblings who are in, or not in, the same bubble who must also self-isolate with the rest of their household). 	✓	Guidance to be followed	
Hygiene – General	<ul style="list-style-type: none"> Correct handwashing and good hygiene are followed by staff, pupils, visitors and contractors. Pupils wash their hands at the designated times during the day and after certain activities: <ul style="list-style-type: none"> On arrival at school After breaks and sport activities Early Years: after using wheeled bikes, trikes and other large, movable toys Before cooking and eating After sneezing or coughing After using the toilet Before leaving home <p>Note: Electric hand dryers may be used in schools</p>	✓	Posters around school about hand hygiene. Designated hand washing areas for each bubble. Reminder given to all parents/carers and pupils at the start of term. Increased amount of dispensers around school at key points (entry/exit, entering new corridors).	L
	<ul style="list-style-type: none"> A process is in place for removing face coverings when pupils and staff who use them arrive at school. Pupils are instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. 	✓	Posters around school about hand hygiene. Designated hand washing areas for each bubble.	
	<ul style="list-style-type: none"> For noting: School uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. 	✓	Tutors to explain uniform expectations to parents	
	<ul style="list-style-type: none"> Posters are displayed in every classroom to be used, at the main entrance or front office, in places visible to those at the school gate if possible, in the staffroom and in all toilets and reminders given to 	✓	Posters around school about hand hygiene. Designated hand washing areas for each bubble.	

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	<p>pupils.</p> <p>Particular pupil groups are encouraged where possible not to touch their faces or to put objects in their mouths.</p>			
	<ul style="list-style-type: none"> Adequate soap / hand sanitizer and tissues are available for pupils and staff throughout the school and for visitors arriving at main reception. Soap and water is the preferred choice; hand sanitizer is used when the use of soap and water is not practical. <p>Identified children are supervised with their use of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes are used as an alternative.</p>	✓	<p>All PPE including adequate amounts of hand sanitiser have been procured. Local Resilience Forum used to procure more when needed (David Thompson, NCC, order using the online system).</p> <p>Increased amount of wall and foot operated dispensers around school.</p>	
	<ul style="list-style-type: none"> Arrangements for dealing with bodily fluids are in place. The risk assessment has been completed and appropriate disposal procedures are in place. 	✓	<p>No pupils have arrangements for dealing with bodily fluids but will be kept under review as pupils are admitted to the school</p>	
	<ul style="list-style-type: none"> The best choice of bins for used tissues is a lidded bin with a pedal as you will not need to physically touch the bin lid and the tissues will be safely stored. <p>Lidded swing top type bins will require the person disposing of the tissue to touch the lid, potentially contaminating it. Although that person disposing the tissue should wash their hands afterwards, the next person to use the bin who is disposing general waste may not wash their hands afterwards and potentially contaminate their hands. Therefore if these are used then they should be only for the disposal of tissues and labelled as such perhaps with a reminder to wash their hands afterwards.</p> <p>Bins without lids shouldn't be used for tissues but can be used for general waste and/or paper towels used to dry hands after washing them.</p> <p>Site staff / cleaners wash their hands after emptying the bins.</p>	✓	<p>Swing top bins are available</p>	
	<ul style="list-style-type: none"> Schools that have not had a lengthy closure: A full deep clean of the premises should not be necessary unless it 	✓	<p>School has not had a lengthy closure Cleaners are aware of cleaning more regularly</p>	

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	<p>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.</p> <ul style="list-style-type: none"> Sufficient ongoing enhanced cleaning in areas occupied by staff and pupils. (Areas that have not been not occupied and secured prior to the reopening fully do not need cleaning for infection control purposes). <p>A list of touch points and surfaces that will receive regular cleaning has been created. These will include door handles, WC flush handles, WC vanity surfaces, taps, push plates, dining tables, door and gate entry systems, photocopier control panels, banisters, chairs, light switches.</p> <p>Frequently touched surfaces and touch points are cleaned using sanitizing chemicals.</p> <p>The frequency of necessary cleaning has been identified. More frequent cleaning is required of rooms / shared areas that are used by different groups.</p> <p>Note: By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings (including schools) to advise on general cleaning.</p> <ul style="list-style-type: none"> Wherever possible contactless payments are accepted on site rather than cash. In the event that this isn't possible, office staff should wash or sanitise their hands immediately after handling any coins. 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>touch points. Schedule in place</p> <p>Cleaner onsite from 10am</p> <p>Not possible – staff to wash and/or sanitise hands before and after dealing with cash</p>	
Hygiene – Classroom group bubble	<ul style="list-style-type: none"> Soft furnishings, soft toys and toys that are hard or impossible to clean (such as play dough or those with intricate parts) have been removed from use in rooms which more than one bubble group uses. Unnecessary items are removed from classrooms and other learning environments where there is space to store it elsewhere as this reduces the amount of cleaning required. 	<p>✓</p> <p>✓</p>	<p>Tutors to prepare classrooms during INSET days in September ready for pupils returning on the 4th of September. Classrooms to be checked by SLT.</p> <p>Tutors to prepare classrooms during INSET days in September ready for pupils returning on the 4th of September. Classrooms to be checked by SLT.</p>	<p>L</p>

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	<ul style="list-style-type: none"> 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. 	✓	Additional cleaning materials are available upon request	
	<ul style="list-style-type: none"> Teachers wash or sanitise their hands before and after handling pupils' books. 	✓	Hand sanitiser available	
	<ul style="list-style-type: none"> Activities are avoided which involve passing items around a class where it does not contribute to pupil education and development. The sharing of books, other resources and equipment is avoided where possible. Staff and pupils have their own pencils and pens, which are not shared. Consider labelling items with pupils' names. 	✓	Pupils have their own resources The sharing of books is limited Surface wipes available to clean shared items such as books Pupils have their own pencil cases Pupils in KS3 and KS4 expected to wipe down their desk/any equipment used using wipes at the end of lesson.	
	<ul style="list-style-type: none"> Shared materials such as books and games and surfaces are cleaned and sanitised more frequently. Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities are washed before and after use. 	✓	Pupils to wipe down their desks after each lesson, increased cleaning during the day from cleaning team.	
	<ul style="list-style-type: none"> Resources that are shared between bubbles, such as sports, art and science equipment are cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. 	✓	Sports equipment cleaned between use with different bubbles. Science room cleaned before and after KS4 lessons.	
	<ul style="list-style-type: none"> Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. 	✓	Procedures in place to remove and return pupils belongings. No personal belongings allowed on pupils – they will have own set of stationary to use and look after.	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> The amount of shared resources that are taken home are limited. Ensure that reusable drinking cups are not shared between pupils. Consider replacing reusable drinking cups with disposable cups. Guidance is followed with any proposed singing in schools. 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 staff have to flush nursery toilets. 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>Will be managed on an individual basis</p> <p>Drinking bottles not used. Parents/pupils advised to bring their own bottle to school. Bottle water given to pupils at lunch. Disposable cups used in cases where pupil does not have their own bottle.</p> <p>No proposed singing</p>	
<p>PPE (Reference)</p>	<ul style="list-style-type: none"> Adequate necessary Personal Protective Equipment (PPE) is available for cleaning tasks, personal care, first aid and certain medical procedures. Training and instruction have been provided for the putting on, removing and disposal of PPE. Risk assessments in place for medical procedures have been reviewed in light of the pandemic (contact the medical professional who created or assisted with the creation of the risk assessment) and in particular noting whether any additional PPE is necessary. Aerosol generating procedures (AGPs): Within education settings these are only undertaken for a very small number of children with complex medical needs, such as those receiving tracheostomy care. Staff performing AGPs in these settings follow Public Health England’s personal protective equipment (PPE) guidance on aerosol generating procedures, and wear the correct PPE which is: <ul style="list-style-type: none"> a FFP2/3 respirator gloves a long-sleeved fluid repellent gown eye protection 	<p>✓</p> <p>✓</p> <p>NA</p> <p>NA</p>	<p>PPE available in each classroom</p> <p>Posters in rooms where PPE is stored</p>	<p>L</p>

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
<p>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 sources of transmission of virus that causes coronavirus infection)</p>	<ul style="list-style-type: none"> The Head Teacher has made the policy decision whether to recommend the wearing of face coverings for Key stage 3 and 4 pupils, staff or visitors in communal areas outside the classroom where the layout of the schools makes it difficult to maintain social distancing when staff and pupils are moving around the premises, for example, corridors and staffrooms. <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 coverings would have a negative impact on teaching and their use in the classroom should be avoided).</p>	<p>✓</p>	<p>As of 02/11/20:</p> <p>Staff who have been designated a bubble need to wear a mask in communal areas within the bubble and while moving around the school.</p> <p>Staff who have not been designated a bubble do not need to wear a face covering at their normal place of working (desk/office) but must wear a face covering while moving around the school.</p> <p>All staff to wear a face covering while in the staff room unless eating or drinking and the use of the staffroom is not being encouraged.</p> <p>Taking into the context of our school, the schools cohort and the size of the building, pupils in Y7 and above will be encouraged to wear a face covering, without prejudice from others. Any form of bullying will not be tolerated and will be investigated.</p> <p>Primary aged pupils will not be required to wear a face covering.</p>	<p>L</p>
	<ul style="list-style-type: none"> In the event that the Head Teacher recommends face coverings in circumstances identified above and where anybody is 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. 	<p>✓</p>	<p>Pupils and staff are able to acquire a face covering from the schools PPE stores but will be reminded to bring their own.</p>	<p>L</p>
	<ul style="list-style-type: none"> Instructions are displayed / provided for wearers of face coverings of the correct way– available as a list here and an infographic here. 	<p>✓</p>	<p>Posters up around school</p>	<p>L</p>
<p>Reducing number of touchpoints</p>	<ul style="list-style-type: none"> Touchpoints are reduced by propping open non-fire doors. Fire doors can only be held open throughout the school day with dedicated automatic closing devices. 	<p>✓</p>	<p>Most doors are fire doors, so not applicable Windows are to be opened and staff encouraged to keep windows open</p>	<p>L</p>

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	<ul style="list-style-type: none"> Only use touch screen signing in systems if it can be ensured that only the bar code reader is used or hands are sanitised straight afterward after touching and the screens are cleaned on a regular basis at appropriate times. Consider whether drinking fountains need to be taken out of action. 	✓	Signs in place on their use	
Site to site visits	<ul style="list-style-type: none"> Staff who travel from school to another site during work hours for work purposes (i.e. not the commute) on public transport have been provided surgical face masks or the following information: https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering 	✓	Face coverings available	L
Contracting / transmitting Covid-19 – including the “Bubble” Model				
Parents and pupils travelling to school	<ul style="list-style-type: none"> Parents/carers and pupils are encouraged to walk or cycle to the school where possible. The school has considered how pupils arrive at school, and how to reduce any unnecessary travel on coaches, buses or public transport where possible. Consider staggered start times to enable more public transport journeys to take place outside of peak hours. Discussions are had with parents around their possible use of their own vehicle to transport their child. The school has worked with Transport Services to establish safety measures. A range of measures is used for dedicated school transport services: <ul style="list-style-type: none"> Where possible transport bubbles reflect the bubbles that are 	✓	Shared in correspondence to parents – included on tutor checklist to parents to ask how pupil is travelling to and from school. Poster up advising pupils to walk, cycle, scoot. Also reminded in assembly 08/09/2020	L
		✓	Considered – 3 entrances/exits are to be used for the 2 bubbles we have in school Correspondence with parents via letters and phone calls on how they are not to enter the school but how they can drop off/pick up their child (3 rd September)	
		NA		

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	<p>adopted with school.</p> <ul style="list-style-type: none"> ○ Hand sanitiser is used upon boarding and/or disembarking. ○ Additional cleaning of vehicles is undertaken. ○ Organised queuing and boarding is in place where possible. ○ Distancing within vehicles is in place wherever possible. ○ The use of face coverings for children over the age of 11, where appropriate - for example if they are likely to come into very close contact with people outside of their group or who they do not normally meet. ○ Identify where it might be necessary to provide additional dedicated school transport services. 			
	<ul style="list-style-type: none"> ● Families using public transport are referred to the safer travel guidance for passengers: https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers 	✓	Shared in correspondence and phone calls to parents (3 rd September)	
Organising the school day	<ul style="list-style-type: none"> ● Drop-off and collection times are staggered but these should not reduce the amount of overall teaching time. Specific arrangements are determined where parents/carers have children in different year groups. 	✓	3 x entrances for each Key Stage – each bubble will arrive/leave from their set entrance and exit.	
	<ul style="list-style-type: none"> ● Parents/carers' drop-off and pick-up protocols that minimise adult to adult contact are in place. Parents/carers are instructed not to congregate in groups on, or directly outside the school premises. 	✓	Letters to parents state they should stay away from the main door and pupils will be taken outside to them. Verbal reminder given to parents by class tutor.	L
	<ul style="list-style-type: none"> ● Break times including lunch are staggered so that all pupils are not moving around the school at the same time. 	✓	Considered – any shared spaces to be used on a rota'd basis so bubbles do not mix.	
Foyer / Reception	<ul style="list-style-type: none"> ● Consider marking the ground directly outside the front entrance with tape or temporary paint at 2 metre intervals and display instructional signage. 	✗	No current need – but open to review	
	<ul style="list-style-type: none"> ● Consider marking the floor of the foyer with tape at 2 metre intervals, and in doing so identify how many individuals (or pairs of individuals from the same household) can safely be present in the foyer at any one time. 	✓	Signage displayed of the foyer procedures	L

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	<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> <ul style="list-style-type: none"> Existing reception screens are kept in the closed position wherever possible. Floor markings are installed if screens are not in place and there is no other barrier preventing the visitor approaching 2 metres from the receptionist. (Note that 1 metre distance is acceptable where screens are fitted) 		Screens in place	
Office (Reference)	<ul style="list-style-type: none"> Consider splitting administration staff with staff working from home on alternate days. For larger teams fixing these splits (cohorting), so that where contact is unavoidable, this happens between the same individuals. The office layout has been examined such that workstations that are usable at the same time (i.e. 2 metres apart) have been identified. If the proposed workstations are closer than 2 metres (but at least 1 metre) and the office activity needs to continue in this manner, all the following actions must be undertaken where possible to reduce the risk: <ul style="list-style-type: none"> Further increasing the frequency of hand washing and surface cleaning. Keeping the activity time involved as short as possible. Using screens or barriers to separate people from each other. Using back-to-back or side-to-side working (rather than face to-face). Hot desks are avoided where possible. Where not possible, workstations are cleaned in between use. 	✓	Rota in place – constant review by senior team leader	L
		✓	Procedure discussed with staff	
		✓	PPE / surface wipes available	
Meeting rooms	<ul style="list-style-type: none"> Remote working tools (Teams, Zoom, Meet) are used to avoid in-person meetings where possible. Only absolutely necessary participants physically attend meetings 	✓	When invited to meetings we will encourage these to be remote with external agencies	L
		✓	Expectations shared with staff who are attending any face to face meetings.	

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	and they maintain social distancing guidelines (2m, or 1m with risk mitigation where 2m is not viable). <ul style="list-style-type: none"> • Pens, documents and other objects are not shared. • Hand sanitiser is provided in meeting rooms. • Meetings are held outdoors or in well-ventilated rooms whenever possible. • For areas where regular meetings take place, floor signage is used to help people maintain social distancing. 		Expectations shared with staff who are attending any face to face meetings	
Staff room	<ul style="list-style-type: none"> • Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. Staff can continue to use the staff room if they apply social distancing measures: <ul style="list-style-type: none"> ○ Identify seating that can be used 2 metres apart. Back to back seating is preferred. Tape off other seating. ○ Stagger staff breaktimes ○ Instruct staff not to congregate at the kitchen area. • Notices promoting hand hygiene and social distancing are visibly placed in the staff room. 	✓ ✓	Only 3 in at any one time. Staggered lunch for staff to stop mixing of bubbles. Seats to be taped off that can't be used (soft furniture). Tables moved to be appropriately distanced Encourage staff to eat in their main working space Signs in staffroom	L
Corridors	<ul style="list-style-type: none"> • Movement around the school site is kept to a minimum. • Consider one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting 	✓ ✓	Building is small. KS2 will stay within their area, only going to canteen, if necessary, and using outside space for break/lunch, but separate from KS3/4. KS3 and KS4 will join to be 1 bubble as of 02/11/20. Rationale behind this has been KS4 has had a limited experience at school, including recreation times and this becoming detrimental to them. People walk on the left through corridors.	L

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	where spaces are accessed by corridors.			
Classrooms and pupil groups	<ul style="list-style-type: none"> • Small adaptations are made to the classroom to support distancing where possible. This include: <ul style="list-style-type: none"> ○ seating pupils side by side and facing forwards, rather than face to face or side on. ○ moving unnecessary furniture out of classrooms to make more space if necessary. 	✓	Forward facing tables Single table per pupil, distanced apart from others Extra space has been created in rooms, where possible.	L
	<ul style="list-style-type: none"> • Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. However, this is not always possible, particularly when working with pupils with complex needs, or those who need close contact care. It is recognised that pupils with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group. Pupils that are able should be encouraged to keep their distance within groups. As the average number of pupils or students attending a special school is much lower than the average number in a mainstream school, and this in itself, will help to limit the number of contacts for any individual. Educational and care support is provided for these children and young people as normal, with other increased hygiene protocols in place to minimise risk of transmission. 	✓	Current maximum class sizes of 6 pupils Expectation on staff to observe a 2m distance with their colleagues and pupils.	
	<ul style="list-style-type: none"> • All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the timetable and specialist provision but minimise the number of interactions or changes wherever possible. Staff who deliver interventions or care involving close contact across groups are particularly rigorous about hand washing and respiratory hygiene (catch it, bin it, kill it). (Additional PPE compared to what they would normally use for those interventions, is not recommended). Note: In the event that a member of staff develops coronavirus 	✓	Any 121 sessions taking place between staff and pupils to be done so observing 2 m distance and kept as short as possible. Ensure room is large enough to allow this distancing.	

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	<p>symptoms and tests positive then their close contacts across all these bubble groups may need to be sent home to self-isolate.</p>			
	<ul style="list-style-type: none"> The school assessed their circumstances and have looked to implement 'bubbles' of an appropriate size, to achieve the greatest reduction in contact and mixing, without unduly limiting the quality or breadth of teaching, or access for support and specialist staff and therapists. <p>It is recognised that forming bubbles could be particularly difficult in special settings, particularly given the need for staff to administer care support and provide therapies to the children and young people attending.</p>	✓	<p>2 bubbles – primary and secondary Only bubble break will be in the delivery of PE utilising PE teachers. Equipment will be cleaned/quarantined between bubble use. Some intervention staff will also work between bubbles – extra care taken to keep distance, wear a face covering and wash hands more regularly.</p>	
	<ul style="list-style-type: none"> The bubble groups (pupils) do not mix with other bubble groups throughout the school day as much as possible. 	✓	<p>As much as possible, but teaching opportunities must allow for groups to come together such as PE and unit awards. These groups will go back to their key stage bubbles when finished.</p>	
	<ul style="list-style-type: none"> Classrooms are accessed directly from outside where possible. 	NA		
	<ul style="list-style-type: none"> 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. 	✗	<p>Classrooms will not be used between bubbles – primary should not use secondary classrooms. If this was to be the case, classroom to be cleaned before and after use and equipment cleaned or quarantined for 48 hours (72hrs for plastic)</p>	
	<ul style="list-style-type: none"> Pupils who routinely attend more than one setting on a part time basis have been identified and additional measures put in place as necessary. 	✓	<p>KS4 are timetabled to have 1 day a week at an external provider. The provider will have their own COVID-19 risk assessment which we have a copy of.</p>	
Lunchtime arrangements	<ul style="list-style-type: none"> A range of measures are considered and implemented to reduce the risk of transmission and contamination: <ul style="list-style-type: none"> Lunches are served and eaten within the bubble classroom Several lunch sittings are organised. The hall is zoned such that two or more groups may use it at the same time, with timings staggered so that different bubbles are 	✓	<p>Packed lunches to continue – will be eating in classrooms. Lunch rota in place – each key stage bubble to remain separate.</p>	L

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	<p>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.</p> <ul style="list-style-type: none"> ○ Midday Supervisors are allocated to the lowest number of consistent bubble groups. ○ Note: as per the rest of the school day, social distancing is not required within the bubble group at lunch. ○ Suitable cleaning for infection control purposes is undertaken between any bubble groups usage of a space (mandatory). 			
Curriculum: KS 1 and KS2 Science and D&T	<ul style="list-style-type: none"> ● CLEAPSS guides are followed as necessary: <ul style="list-style-type: none"> ○ P110 Practical activities in a bubble ○ P104 Managing hands-on activities in schools in locally locked down areas ○ P112 Practical activities for children in locally locked down areas. 	✓		L
Curriculum: KS3 and KS4 Science	<ul style="list-style-type: none"> ● CLEAPSS guides are followed as necessary: <ul style="list-style-type: none"> ○ GL343 - Guide to doing practical work during the COVID-19 pandemic - Science - Version 2.04 - 20/08/20 ○ GL336 - Advice for schools with only key worker pupils on site ○ GL338 - Practical activities for pupils attending school during extended periods of closure ○ GL339 - Practical activities for pupils at home during extended periods of school closure ○ GL345 - Guidance for science departments returning to school after an extended period of closure ○ GL352 - Guidance for practical work in non-lab environments ○ GL353 - Guidance for schools where pupils spend all day in a lab 	✓		L
Curriculum: KS3 and KS4 D&T, food & art	<ul style="list-style-type: none"> ● CLEAPSS guides are followed as necessary: <ul style="list-style-type: none"> ○ GL344 Guide to doing practical work during the COVID-19 Pandemic; D&T, food & art, version 2.2, 24/08/20 	✓		L

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	<ul style="list-style-type: none"> ○ GL354 Managing Practical Work in non-specialist rooms ○ GL348 practical DT activities for pupils at home ○ GL347 returning to school after an extended period of closure ○ GL355 Using workshops, food rooms and art studios for alternative activities ○ GL356 Guidance for spending all day in a practical room ○ GL360 Advice for schools with small numbers of pupils on site 			
Curriculum: School Sport	<ul style="list-style-type: none"> ● Outdoor sports are prioritised where possible, and large indoor spaces used where it is not. Contact sports are avoided. The school only provides team sports on the list available at return to recreational team sport framework. Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing. ● Distancing is maximised between pupils as much as possible during all activities. ● Pupils are kept within their bubble groups. Multiple bubble groups may use outdoor space at the same time providing they is a significant distance from each other at all times and equipment is not shared. ● Scrupulous attention is paid towards cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. Sports equipment thoroughly cleaned (or kept in quarantine for 72 hours) between each use by different individual groups. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Class sizes of up to 12 Outdoor ball court and field used.</p> <p>No mixing of pupils between bubbles.</p> <p>Materials available to clean down equipment and area if indoors. Where possible, equipment is quarantined for 72 hours and not used between bubbles.</p>	L
Curriculum: Music, dance and drama in school	<ul style="list-style-type: none"> ● 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. 	✓	Nottingham Music Hub being used for music lessons once a week for KS2 pupils. No dance, singing or drama lessons scheduled.	L

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	<ul style="list-style-type: none"> Particular care is taken in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama. 	✓	Music lessons will allow for pupils to be spaced apart.	
	<ul style="list-style-type: none"> Any background or accompanying music is kept to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, microphones are used to reduce the need for shouting or prolonged periods of loud speaking or singing. 	✓	All teaching staff know to keep music at an appropriate level.	
	<ul style="list-style-type: none"> Playing instruments and singing in groups take place outdoors wherever possible. If indoors, a room is used with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. 	✓		
	<ul style="list-style-type: none"> Singing, wind and brass playing do not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (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"> 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. Otherwise a 2 metre social distancing must be maintained. <p>* This may be impossible to measure.</p>	✓	Not expected to play brass or wind instruments	
	<ul style="list-style-type: none"> Shared equipment is avoided wherever possible. Name labels on equipment have been considered to help identify the designated user. Handling of music scores, parts and scripts is limited to the 	✓	Equipment adequately cleaned / quarantined for 48 (72 hours for plastic) between use. Hand sanitiser available for before and after	

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	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.		lessons.	
	<ul style="list-style-type: none"> The number of suppliers when hiring instruments and equipment is limited. Hired equipment, tools or other equipment is cleaned on arrival and before first use. 	✓	No plans to hire instruments or equipment	
	<ul style="list-style-type: none"> <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. 	NA		
School hall	<ul style="list-style-type: none"> Large gatherings such as assemblies or collective worship with more than one bubble group are avoided. 	✓	Assemblies will take place in classrooms and delivered remotely.	
	<ul style="list-style-type: none"> Halls, dining areas and internal and external sports facilities for exercise may be used by single bubble groups with adequate cleaning between the groups. 	✓	Hall used by single bubble group and cleaned between bubbles. Dining area not in use while packed lunches are in place.	L
Pupil toilets	<ul style="list-style-type: none"> Wherever possible, individual groups of pupils (the bubble) are allocated their own toilets. This ideally would be their own toilet block. Alternatively, a set of cubicles and sinks could be divided into two where two classrooms share a single block and signage displayed (consider maturity of pupils in following these rules). However, different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet. 	✓	Each bubble has their own designated toilet in their area.	L
Playground and school field	<ul style="list-style-type: none"> The school makes use of outdoor spaces to support delivery of the curriculum – outdoor education can limit transmission and more easily allow for distance between pupils and staff. 	✓	Encouraged teachers and support staff to use outdoor spaces.	L

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	<ul style="list-style-type: none"> The use of play equipment is examined, ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. 	✓	Cleaning materials available to clean equipment after use.	
	<ul style="list-style-type: none"> Pupils playing outside are encouraged to undertake non-touch activities wherever possible. Groups of pupils do not mix. 	✓	Pupils will not mix from different bubbles	
Site	<ul style="list-style-type: none"> The risk of air conditioning spreading coronavirus is extremely low: If you use a centralised ventilation system that removes and circulates air to different rooms, it is recommended that you turn off recirculation and use a fresh air supply. You do not need to adjust other types of air conditioning systems. If you're unsure, speak to your heating ventilation and air conditioning (HVAC) engineers or advisers. 	✓	All air conditioning units use a fresh air supply, but still recommending to only use when necessary. Open a window for ventilation if possible.	L
	<ul style="list-style-type: none"> Good ventilation is encouraged to help reduce the risk of spreading coronavirus. Fans may be used when windows and/or doors are opened to encourage air changes. 	✓	Reminder sent to staff 6/11/20 asking them to keep windows open.	
Breakfast and After School Clubs (Reference)	<ul style="list-style-type: none"> 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. 	✓	Each KS bubble to have breakfast materials available to stop the movement of staff	L
	<ul style="list-style-type: none"> Schools keep children within their day bubbles where possible in these clubs. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups. 	✓		L
Hiring out the school facilities	<ul style="list-style-type: none"> Risk assessments / covid-safe procedures are requested from external bodies or organisations such as external coaches or after-school or holiday clubs. In doing so, the schools should ensure that they complement the school's risk assessment measures and they have had due regard to any other relevant government guidance. 	✓	No planned hiring of school facilities.	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
Operational issues				
Availability of staff	<ul style="list-style-type: none"> • School leaders have discussed leave arrangements with staff before the end of the summer term to inform planning for the autumn term in particular referencing that travel to some countries require a quarantine for 14 days on their return. The school considers the impact where staff travel abroad, their 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. • 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. • Trained staff are available to support pupil personal needs e.g. <ul style="list-style-type: none"> ○ lifting, use of hoists ○ intimate care ○ managing medical needs including medicines • The school has considered building resilience where a small staff cohort has specialist skills and training so that in the event of staff absence due to self-isolation the school can operate as normal. • Sufficient Physical Intervention trained staff are on site (see “other issues” below) 	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>	<p>Discussed with staff</p> <p>Staff to be given duties, where possible, to work from home.</p> <p>RPI training for 14 members of key staff on 02/09/20</p>	L
Supervision	<ul style="list-style-type: none"> • Supervision ratios are met (for identified individual pupils) 	✓		L
First Aid	<ul style="list-style-type: none"> • Adequate number of first aiders (FAW / EFAW) are on site. 	✓	PPE available to first aiders if they need to get close to a pupil.	L
Medication	<ul style="list-style-type: none"> • Necessary pupil medication has been returned to school. 	✓		L
Catering	<ul style="list-style-type: none"> • Assurance has been obtained that the school’s catering provider complies with the guidance for food businesses on coronavirus. 	✓		L

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
Site Health and Safety Concerns (General)				
Legionella	<ul style="list-style-type: none"> Rarely used outlets have been identified taking into account current usage of taps. 	✓	Flushing has resumed to once a week as school has reopened fully.	L
Fire Procedures	<ul style="list-style-type: none"> A fire drill has been organised for early in the school year. 	✓	Too place Wednesday 30 th September	L
	<ul style="list-style-type: none"> No changes are required to the fire evacuation procedures apart from the assembly point is organised with 2 metre social distancing between the bubble groups. (Social distancing is not <i>required</i> between anyone during the evacuation and between members of the same bubble group at the assembly point). 	✓		
Various site tasks	<ul style="list-style-type: none"> Specific site management tasks are undertaken after re-opening following a lengthy closure*. 	✓	School has not had a lengthy closure	L
Personal Health and Safety Concerns (General)				
Pupils (Reference)	<ul style="list-style-type: none"> 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. 	✓ - ongoing	KH/Teachers to review risk assessments for any additional measures to be considered.	L
	<ul style="list-style-type: none"> 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. 	✓ - ongoing	Attendance team have a plan of action to tackle poor attendance from September, targeting poor attenders pre-COVID19 and supporting families who are anxious	
	<ul style="list-style-type: none"> Many children and young people will have found lockdown exceptionally difficult socially and emotionally. The school considers any challenging behaviours or social or emotional challenges 	✓ - ongoing	Thrive assessments conducted to assess the wellbeing of the school community – interventions organised based from this	

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>arising as a response to the lockdown and offers additional support and phased returns where needed.</p> <p>Individual pupil risk assessments have been reviewed prior to the pupil returning to evaluate any additional measures that may be required.</p> <ul style="list-style-type: none"> Pupils have been identified who will need specific help and preparation for the changes to routine in the new academic year. This might include, for instance, visits to the setting, social stories, and any other approaches that the school would normally use to enable pupils who have spent some time out of education, to return to full time attendance. <p>Pupils are given additional time and understanding to adapt to the new school rules associated with the virus.</p> <p>Support Services are engaged with as and when necessary to assist these processes.</p>		<p>assessment</p> <p>Support services available – but pupils will need to be assessed first to determine the level of need</p>	
<p>Staff welfare and staff redeployment</p>	<ul style="list-style-type: none"> Governing boards and school leaders have regard to staff (including the Head Teacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. Schools have considered the potential concerns of staff who may be reluctant or anxious about returning 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>The school has discussed their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school.</p>	<p>✓</p> <p>✓</p>	<p>Health Assured available</p> <p>Teaching and learning staff are expected in before 10am and finish at 2pm. This includes a 30 minute lunch break between 12-1pm. Other non-teaching staff can take a lunch break whenever they want for 30 minutes.</p> <p>If staff request a break during work times for welfare purposes, staff can alert a member of SLT and take a break.</p> <p>The school will undertake a staff risk assessment for staff that have individual</p>	<p>L</p>

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> Wellbeing support for all staff is in place and also for those that require additional support (ref: HR Trauma process and Bereavement Policy). Telephone counselling services are available. Teaching assistants may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. Managers have discussed and agreed any changes to staff roles with individuals. Planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE's workload reduction toolkit. DfE has also published a range of resources, including case studies to support remote education and help address staff workload, this includes case studies on managing wellbeing. Where staff have been temporarily redeployed to different roles, they have the appropriate skills, expertise and experience to carry out the work. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>health issues that don't fall into the government's categories.</p> <p>Health Assured available</p> <p>Health Assured available</p>	
<p>Pupil welfare and mental health support (Reference)</p>	<ul style="list-style-type: none"> 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 groups, families that have been personally affected and those that have not been in school since the lockdown commenced. 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>✓</p>	<p>Regular phone calls to families to talk about measures and ask how they are</p>	<p>L</p>

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> • The school has considered the provision of pastoral and extra-curricular activities to all pupils designed to: <ul style="list-style-type: none"> ○ support the rebuilding of friendships and social engagement ○ address and equip pupils to respond to issues linked to coronavirus ○ support pupils with approaches to improving their physical and mental wellbeing • The pandemic may lead to some pupils experiencing bullying, discrimination or harassment, for example due to their ethnicity or nationality, or perceived illness. This is monitored and appropriate proactive and reactive measures taken. 	<p>✓</p> <p>✓</p>	<p>Support services available</p> <p>Bullying to be monitored as normal – but staff aware of potential bullying in relation to COVID</p>	
Other Issues				
Contingency plans for outbreaks	<ul style="list-style-type: none"> • For individuals or groups of self-isolating pupils, remote education plans are in place. • Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, the school is able to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home. Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for the next academic year will include an expanded range of content for the specialist sector. In addition to this, we are helping parents to 	<p>✓</p> <p>✓</p>	<p>Class Dojo used to share resources and feedback to pupils who are remote working</p>	<p>L</p>

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	support learning at home, including by publishing a list of online learning resources for children with SEND.			
Training certificates that have expired during the partial closure.	<ul style="list-style-type: none"> Expired group and individual training certificates have been identified. Some training may be available via virtual learning (Teams, Zoom, Meet) Some refresher requalification training may be available via eLearning. 	✓	Medical administration recommended training July 2020 for all medical administrators	L
	<ul style="list-style-type: none"> HSE has agreed a final deadline for first aid requalification for these qualifications of 30 September 2020. 	✓		
	<ul style="list-style-type: none"> There has been a formal 6 month period of grace given to settings for school staff to attend Physical Intervention training and re-certificate. 	✓	Completed 02/09/2020	
	<ul style="list-style-type: none"> For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training. 	✓	All DSL training up to date	
Incident Reporting	<ul style="list-style-type: none"> If a staff member has been diagnosed as having COVID-19 attributed to an occupational exposure to coronavirus this is reported as a case of disease via the school's incident reporting system and to the HSE according to RIDDOR requirements: https://notifications.hse.gov.uk/riddorforms/Disease (Contact your Safety Adviser for advice) 	✓	Guidance has been issued to all Heads as at 11/06/2020 regarding system updates and Head is aware of the need to report to RIDDOR.	L
Safeguarding	<ul style="list-style-type: none"> DSL or a deputy always available during school hours for staff. † (Note the potential for school leaders to self-isolate) 	✓	Weekly meetings for all DSL's reinstated, including remotely via Teams.	L
	<ul style="list-style-type: none"> DSLs (and deputies) are provided with more time, especially in the first few weeks of term, 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. 	✓		

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Reviews	<ul style="list-style-type: none"> Regular reviews are undertaken on the effectiveness of the control measures and plans and changes are made accordingly. The school follows any forthcoming instructions from the employer, government advice, and national or local directions from Public Health England.	✓	The RA is to be reviewed weekly with the Trust Operations Manager	L

Are there any other foreseeable hazards associated with the Covid-19?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
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Additional Hazards	List any additional control measures required	Residual Risk rating High, medium, low
Staffing levels drop due to isolation / social distancing	Bubbles may need to be considered or staff told not to come into school. Action plan in place with different scenarios of staff absence to ensure no loss of learning to pupils, where possible.	L (but M for loss of learning risk / closure due to staff shortages)

*** Reopening after a lengthy closure:**

- Before resuming normal operation, commission a water treatment specialist to chlorinate and flush the complete system for all hot and cold water systems (including drinking water) and certify the water system is safe before the buildings are reoccupied. Allow sufficient time for this activity, approx. 1 week before opening if possible.
- Recommission all systems before re-opening, as would normally be done after a long holiday period. This includes gas, heating, water supply, mechanical and electrical systems, and catering equipment.
- Check your fire safety systems including making sure:
 - all fire doors are operational
 - your fire alarm system and emergency lights are operational

Clean and disinfect all areas and surfaces prior to reopening and if necessary, utilise pest control for insect infestations, particularly in the kitchen and/or food preparation areas. Deep clean the kitchen prior to reopening before food preparation resumes.

See also this [Zurich Municipal guide](#).

† Designated safeguarding leads (DSLs)

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

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

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

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

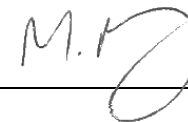
Reference Websites:

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

ASSESSED BY (Print name)

Matthew McCluskey

SIGNED



DATE

08/09/2020