

School/Academy:	Woodlands	Date of assessment	03/03/2021	
Who might be harmed?	Pupils, staff, visitors and contractors	How many are affected?	Whole School	
Lockdown Easing Status:	Step One (From 8th March) (All schools will reopen)			
Reference Document:	DfE: Schools coronavirus (COVID-19) operational guidance (February 2021) DfE: Additional operational guidance for special schools, special post-16 institutions and alternative provision			
Date	Summary of school position (include numbers of staff working from home / shielding, bubble sizes)			
03/03/2021	3 staff shielding/working from home			
Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
Communication				
Staff	<ul style="list-style-type: none"> This completed risk assessment is shared with staff. Signatures are obtained. 	✓	RA will be distributed to staff once approved by CEO	Low
	<ul style="list-style-type: none"> Staff are encouraged to give regular feedback on the effectiveness of these control measures and plans, share suggestions and identify additional touch points. 	✓	Staff views regularly gathered by SLT and staff are encouraged to discuss RA	
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. 	✓	All RAs are updated on the Raleigh Learning Trust website as well as the school's website as standard procedure and can be viewed by all at any time. Any returning pupils and new staff are given a letter outlining the RA and procedures.	Low
	<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 	✓	Signage in place around school and in classroom promoting social distancing and good hygiene practices.	

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	<p>maintain distance and not touch staff and their peers. This will not 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.</p> <p>Settings doing this where they can, and even doing this some of the time will help.</p> <p>Signage is installed wherever necessary as a reminder.</p> <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). • Parents' are reminded, where necessary, of their duty to secure their child's regular attendance at school (unless they have symptoms, are a close contact of someone who has symptoms / tested positive or are shielding) and that the school has the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct. 		<p>Classroom set up for social distancing. Class 1 arranged for group work, 2m will not be always possible due to the needs of the pupils. Other are set up for 2m or 1m+ social distancing.</p> <p>For younger pupils and those with complex needs, staff have been instructed to be extra vigilant in terms of hygiene and regular hand washing.</p> <p>This is standard practise and updates are added to the RLT COVID-19 Hub website and the schools website.</p> <p>We will continue to prioritise reintegration by triangulating information from regular safe and well checks, the TEAMS engagement log and the need of our pupils. We have been gradually increasing numbers on a weekly basis and will continue to do this.</p> <p>Our intention is to offer personalised reintegration to allow for a sustainable return of all pupils to education on a full or part time basis, being mindful of parent wishes and staffing pressures.</p>	L
Employer	<ul style="list-style-type: none"> • The completed risk assessment (v.5) is shared with the Governing Body and employer. 	✓	All updated to Risk Assessment are shared with CEO and Trustees and posted on RLT website.	L
Trade Unions	<ul style="list-style-type: none"> • The completed (v.5) risk assessment is shared with the recognised Trade Unions following sharing with the school's Governing Body. (Do not include names where any personal details are recorded). 	✓	<p>All updated to Risk Assessment are shared with CEO and Trustees and posted on RLT website.</p> <p>Re-opening plans shared with school based trade union representatives, prior to</p>	L

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			completing risk assessment.	
Contracting / transmitting Covid-19				
Preventing symptomatic persons attending school	<ul style="list-style-type: none"> Pupils, parents / carers and any visitors, such as suppliers, are informed not to enter the school if they are displaying any symptoms of coronavirus: <ul style="list-style-type: none"> a new, continuous cough or a high temperature or has a loss of, or change in, their normal sense of taste or smell (anosmia) <p>PHE Campaign posters are available here.</p>	✓	Signage in place at entrance. This will be communicate to parents in end of year letter	Low
	<ul style="list-style-type: none"> For noting: In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus. 	✓	Noted	
Individuals not accessing the vaccination programme	<ul style="list-style-type: none"> Staff, their households and parents are encouraged to access the vaccination programme when it is available for their priority group. Posters are available here: https://coronavirusresources.phe.gov.uk/covid-19-vaccine/resources/ 	✓	At the time of writing, 80% of staff had confirmed receipt of their first dose of the vaccination. Posters to be shared on website and reception area prior to 8 th March.	L
Preventing persons who are at a higher risk of carrying the virus attending school Reference	<ul style="list-style-type: none"> Staff are made aware of the current quarantine restrictions in their holiday arrangements if they visit countries outside the Common Travel Area (i.e. UK, the Crown Dependencies (Bailiwick of Jersey, Bailiwick of Guernsey and the Isle of Man) and Ireland), noting that quarantine may affect their ability to be available to return to the workplace. 	✓	AM to remind staff of quarantine restrictions through morning briefings. JD/SLT to keep a record of any staff travelling abroad	L
	<ul style="list-style-type: none"> Parents and carers are made aware of the current quarantine restrictions if they return from countries outside the Common Travel 	✓	AM to send news-letter to parents reminding them of quarantine restrictions.	

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	<p>Area (i.e. UK, the Crown Dependencies (Bailiwick of Jersey, Bailiwick of Guernsey and the Isle of Man) and Ireland), noting that quarantine may affect their ability to comply with statutory attendance.</p> <ul style="list-style-type: none"> Records are kept of such visits. 		<p>JD/SLT to keep a record of any children/families travelling abroad</p>	
Reducing the number of persons on site	<ul style="list-style-type: none"> The school considers whether it is feasible and appropriate for some roles, such as administrative roles to work from home, either full time or on a part time basis. <p>The school considers whether it is feasible for teaching staff, particularly those in health groups whether they could virtually teach from home, either full or part time, using IT. (See "Persons at higher risk of becoming seriously ill" section)</p>	✓	<p>The school considers it feasible and appropriate for all staff to work onsite.</p>	L
	<ul style="list-style-type: none"> Supply teachers, peripatetic teachers and/or other temporary staff can move between schools, but are kept to the minimum. <p>They particularly ensure they minimise contact and maintain as much distance as possible from other staff. The number of groups taught and locations worked in are minimised to reduce the number of contacts made.</p> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual.</p>	✓	<p>There will be an increase in temporary agency staff to support pupils numbers and cover staff absence. As part of their induction they will be fully briefed on expected behaviours and protocols.</p> <p>Agency staff will be linked to particular hubs .We will seek to keep consistent agency staff to minimise the number of different people/contacts covering temporary roles.</p>	
	<ul style="list-style-type: none"> The school continues hosting initial teacher training (ITT) trainees. Trainees continue to go into their school or college on placement to support teaching and also support schools in other ways, including supporting remote education, developing lesson materials and offering pastoral support. 	✓	N/A	
	<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. <p>A dialogue is undertaken where necessary between the school and visitors regarding the schedule of the visit including the rooms to be</p>	✓	<p>Signage in place at entrance.</p> <p>Protocols and RA communicated to outside agencies where needed.</p>	

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	<p>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. less than 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. • Schools do not host any performances with an audience. The school considers alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>In place and has been communicated to parents of returning pupils via parent contract. In the case of future parent meetings, this will be reinforced.</p> <p>In place. Meetings take place in meeting room or head teachers office with at least 2m social distancing, ventilated rooms and masks are encouraged but not mandatory.</p> <p>In place. Visits by appointment only</p> <p>In place</p> <p>None planned</p>	
Persons at higher risk of becoming seriously ill	<ul style="list-style-type: none"> • Clinically extremely vulnerable staff are advised not to attend the workplace. CEV individuals are those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list). Staff who are identified as clinically extremely vulnerable should follow the published guidance. The school has reviewed the list of staff who are identified as CEV, noting that the NHS have recently added individuals they after 	<p>✓</p>	<p>CEV staff have been contacted and advised to work from home.</p> <p>A full risk assessment has been completed for any CEV staff wishing to return to work.</p>	<p>L</p>

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	<p>undertaking their NHS COVID-19 Population Risk Assessment. Even when CEV staff have had both doses of the vaccine, they should continue to follow this shielding advice until further notice. See also staff welfare.</p> <ul style="list-style-type: none"> <li data-bbox="405 485 1234 842"> <p>• Clinically extremely vulnerable pupils are currently advised not to attend school. Copies of the shielding letter sent to CEV children are requested if necessary.</p> <p>In some exceptional circumstances it may be that the health risks need to be balanced with the wider impact of the child or young person not attending education and accessing the support that would normally be delivered. This might be due to the level of support that they need or their ability to access remote education and additional services such as therapies, as well as the impact on wellbeing for the wider family.</p> <p>These decisions are recorded and reviewed.</p> <li data-bbox="405 858 1234 1034"> <p>• The following measures are in place for pregnant members of staff and recorded on the pregnancy Covid risk assessment:</p> <ul style="list-style-type: none"> <li data-bbox="443 932 1173 991">○ Up to 28 weeks: Avoid face to face contact, observe social distancing recommendations where possible. <li data-bbox="443 995 1016 1023">○ Over 28 weeks: Consider further precautions. <li data-bbox="405 1050 1234 1418"> <p>• Staff in the BAME categories have been individually reminded to observe good prevention practice in the workplace and home settings.</p> <p>For noting: There is clear evidence that certain BAME groups have higher rates of infection, and higher rates of serious disease, morbidity and mortality. There is no strong evidence that ethnicity by itself (or genetics) is the sole explanation for observed differences in rates of severe illness and deaths. What is clear is that certain health conditions are associated with increased risk of serious disease, and these health conditions are often overrepresented in certain BAME groups. It is also clear that societal factors, such as occupation, household size, deprivation,</p> 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>CEV children are advised not to attend school. In exceptional circumstances, the academy will undertake a full risk assessment with all relevant stakeholders, should a CEV child wish to return.</p> <p>Staff who are pregnant will be invited for a confidential meeting to risk assess and plan for reasonable adjustments with the principal or other member of SLT.</p> <p>This will be communicated to staff in briefing.</p> <p>A general reminded will go out which will include an invite for BAME staff to discuss measures with the principal.</p>	

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	and access to healthcare can increase susceptibility to COVID-19 and worsen outcomes following infection.			
	<ul style="list-style-type: none"> • Clinically vulnerable staff continue to attend school where it is not possible to work from home. They are individually reminded to observe social distancing where possible, face to face contact is avoided and the aide memoire is used. 	✓	Regular reminders in place via staff briefings	
	<ul style="list-style-type: none"> • Staff who live with those who are clinically vulnerable or clinically extremely vulnerable are individually reminded to observe good prevention practice in the workplace and home settings. 	✓	Regular reminders in place via staff briefings	
School Visits	<ul style="list-style-type: none"> • The school notes that the DfE advises against educational visits at this time. 	✓	No school visits planned	L
Undertaking CPR	<ul style="list-style-type: none"> • The following information has been shared with school first aiders: Resuscitation Council UK Statement on COVID-19 in relation to CPR and resuscitation in first aid and community settings www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm <p>“It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands”</p>	✓	Shared with first aiders 20/05/2020	LOW
Persons becoming symptomatic whilst in school	<ul style="list-style-type: none"> • If anyone in the school becomes unwell with: <ul style="list-style-type: none"> ○ a new, continuous cough ○ or a high temperature ○ or has a loss of, or change in, their normal sense of taste or smell (anosmia) • they must: <ul style="list-style-type: none"> ○ be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have 	✓	Locations where pupils could be isolated: Isolation room MEETING ROOM; ELSA room and Common room, have been identified There are toilets located outside of the MEETING ROOM and common room which will be at that point in sole use for the isolated person. Staff are to inform SLT who will then direct	LOW

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	<p>coronavirus.</p> <p>Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.</p>		<p>them to an isolation room. This procedure has been communicated to all staff via the Operation Plan.</p> <p>Additional signage added for 1 pupil at any one time.</p> <p>For staff the same procedure will apply.</p> <p>In the scenario of both adult and child being symptomatic and awaiting pick-up, the adult will be isolated within one of the vacant classrooms.</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. 	✓	<p>In place</p> <p>PPE available in classrooms and main office.</p>	
	<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>Sink for washing is available in or near the</p>	

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			<p>isolation room, PPE will be stored in the Classrooms and main office and all incidences will need to be reported to SLT member in order for procedures to be responded to.</p> <p>If a child, young person or other learner becomes unwell with symptoms whilst in the 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.</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>	
	<ul style="list-style-type: none"> Records of persons with symptoms consistent with coronavirus are kept (ref: tracker). 	✓	<p>In place.</p> <p>The academy uses the tracker to keep records</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. 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: "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 	✓ ✓ ✓	<p>This was communicated with staff and parents in the end of year letter and continues through regular safe and well checks.</p> <p>Ongoing</p> <p>AW will oversee this. Guidance read and understood.</p>	LOW

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	<p>is a pupil) in the exceptional circumstance that you believe they may have barriers to accessing a test elsewhere, and that giving them a home test kit directly will therefore significantly increase the likelihood of them getting tested.”</p> <p>Note that to book a test at a centre they will need their own transport (or walk). To book either a test at a centre or to request a home test kit access to the internet and mobile phone is required, or by telephoning NHS on 119.</p>			
	<ul style="list-style-type: none"> • Swift action is taken when you become aware that someone who has attended school has tested positive for coronavirus (ref. symptom summary sheet v.6) 	✓	All protocols are followed. Contacts are swiftly identified. We follow advice from DfE, Public Health and NHS test and trace.	
	<ul style="list-style-type: none"> • Contact details, are kept of all other visitors to the school, including where possible, personal phone numbers. 	✓	In place	
	<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>	✓	In place	
	<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). 	✓	Noted and communicated with staff	
	<ul style="list-style-type: none"> • Where staff or pupils have downloaded the NHS Covid app: <ul style="list-style-type: none"> ○ If they keep their mobile phones on their person during the working day then the app can be left on. ○ If their mobile phones are not kept on their person during the 	✓	When asked no pupils have the NHS App. Staff have been encouraged to download the App. Staff use their phones during the day and the guidance around the App was	

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	working day e.g. in a drawer or locker, they are asked to keep their mobile phones switched off or the app turned off.		communicated to them. Staff will be reminded of this in morning briefings.	
Lateral Flow Testing (LFT) (Pupils)	<ul style="list-style-type: none"> A risk assessment has been completed for the school's onsite Asymptomatic Testing Site (ATS) to administer LFTs. 	✓	Completed and reviewed regularly and posted on school and trust website	L
	<ul style="list-style-type: none"> The school retains a small ATS so that they can offer testing to pupils unable to test at home. 	✓	Testing underway and has been since January.	L
	<ul style="list-style-type: none"> Identify pupils who are able to have their first 3 tests on-site via the school's ATS will help them get used to the tests before they begin doing them at home. 3 tests (taken 3 to 5 days apart), starting from 8 March 2021 are organised. 	✓	All pupils will be invited to have their first 3 tests at the ATS.	M
	<ul style="list-style-type: none"> Identify pupils who would not be able to be tested through an ATS but who could be tested at home by (or with support from) a suitably competent adult. These are provided home testing kits to them from the outset. These first 3 tests done at home (if not initially done via ATS) should be administered by the pupil or student's parent or carer (meaning the parent or carer should do the swab as well as the other steps). If the pupil or student feels confident enough in doing so and can do it effectively, they can self-swab from the fourth test onwards as long as they are supervised by an adult. 	✓	These pupils will be identified through ongoing discussions with parents and will continue with those pupils returning. The initial discussion has been started with all parents and will be continued as pupils return.	
	<ul style="list-style-type: none"> Parental consents are obtained. The person giving the consent (parent or carer or the young person) is provided information of the risks and benefits of testing by the school Note: Even where consent has been received, if the individual at any point is not willing to participate in testing then that choice should be respected. 	✓	All parents have been informed. Parental consent gathered for returning pupils.	
	<ul style="list-style-type: none"> Ahead of home testing the parent or carer is signposted to appropriate training, including watching the approved video package which demonstrates how physical tests are conducted. 	✓	Video link will be shared with parents prior to home testing.	

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	<ul style="list-style-type: none"> • Parents and carers are instructed to: <ul style="list-style-type: none"> ○ report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit ○ share their result, whether void, positive or negative to help with contact tracing. • Appropriate action is taken by the school in the event of a parent / carer reporting a positive LFT test result. 	<p>✓</p> <p>✓</p>	<p>Guides will be sent to parents</p> <p>All protocols followed with advice from DfE/Public Health.</p>	
Home Lateral Flow Testing (LFT) (Staff)	<ul style="list-style-type: none"> • School staff have been appointed a “COVID-19 Coordinator” who will be responsible for: <ul style="list-style-type: none"> ○ communicating with stakeholders ○ ensuring staff are using the right instructions and that they sign for the test kits using the ‘test kit log’ ○ reporting incidents and carry out risk management ○ storing and reporting any required data ○ reordering tests when required They have read and understood the resources from the Primary portal. • The school has provided information to staff about the purpose and the process of the lateral flow testing including the recording of results. They are encouraged to take part. (See step 5 and model letter from the Govt. resources.) • Staff are identified who wish to take part. This will include directly employed staff and non-directly employed peripatetic, catering and cleaning colleagues. Participants may join or leave the arrangement at any time. The two test days have been decided (3-4 days apart). (It is recommended that one of these test days is Monday.) • Staff are reminded that: <ul style="list-style-type: none"> ○ A negative LFT does not eliminate the possibility of an infection. In particular it will not detect individuals who are recovering from 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>JD identified as COVID-19 Coordinator. This person has been tested and delivering all control measures since January.</p> <p>In place since January</p> <p>Test days: Monday am Friday am</p> <p>On average 90% of staff are engaging with regular testing, including supply and site staff.</p> <p>In place since January. Staff reminded via regular staff briefings.</p>	<p>L</p>

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	<p>having had the virus.</p> <ul style="list-style-type: none"> ○ A negative LFT does not allow the individual to pause compliance with covid rules within school, and social distancing and good hand hygiene outside the workplace. ○ The testing programme does not replace current (PCR) testing policy for those with symptoms. <ul style="list-style-type: none"> ● Appropriate action is taken in the event of staff home results: <ul style="list-style-type: none"> ○ A negative test result ○ A positive test result ○ Two void test results <ul style="list-style-type: none"> ● Staff are instructed to: <ul style="list-style-type: none"> ○ report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit ○ share their result, whether void, positive or negative to help with contact tracing. 	<p>✓</p>	<p>Staff currently tested on-site. Work based testing will continue and will be reviewed regularly.</p> <p>DfE and Public Health advice sought.</p> <p>Support offered to staff around home testing.</p> <p>Staff who receive a positive result are instructed to isolate.</p> <p>This is communicated in staff briefing.</p> <p>When home testing commences, staff will be given an aid memoir to support them.</p>	
Hygiene – General	<ul style="list-style-type: none"> ● Correct handwashing and good hygiene are followed by staff, pupils, visitors and contractors. Pupils wash their hands at the designated times during the day and after certain activities: <ul style="list-style-type: none"> ○ On arrival at school ○ After breaks and sport activities ○ When they change rooms ○ Early Years: after using wheeled bikes, trikes and other large, movable toys ○ Before cooking and eating ○ After sneezing or coughing ○ After using the toilet ○ Before leaving home 	<p>✓</p>	<p>This is already in place. School has been open throughout the pandemic.</p>	<p>L</p>

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	Note: Electric hand dryers may be used in schools			
	<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. 	✓	The donning and doffing procedures were shared with staff and pupils.	
	<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. 	✓	N/A	
	<ul style="list-style-type: none"> Posters are displayed in every classroom to be used, at the main entrance or front office, in places visible to those at the school gate if possible, in the staffroom and in all toilets and reminders given to pupils. Particular pupil groups are encouraged where possible not to touch their faces or to put objects in their mouths. 	✓	In place	
	<ul style="list-style-type: none"> Adequate soap / hand sanitizer and tissues are available for pupils and staff throughout the school and for visitors arriving at main reception. Soap and water is the preferred choice; hand sanitizer is used when the use of soap and water is not practical. Identified children are supervised with their use of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes are used as an alternative. 	✓	In place	
<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. 	✓	Existing Intimate Care Policy updated to include additions such as double bagging; may consider protective arm sleeves for biters (cut resistant sleeves). Fluid resistant (surgical		

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			<p>masks) available</p> <p>Additional PPE will be ordered via NCC's procurement route as required</p> <p>Care plans updated with Covid-19 protocol and instructions for donning and doffing PPE.</p> <p>Staff or children wanting to wear masks are allowed.</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>Lidded bins in each room being used.</p> <p>Cleaners and staff have been instructed on and follow protocol.</p> <p>Signage in place</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,</p>	✓	<p>Cleaners are cleaning before and after the pupils arrive and leave with instructions to focus on target areas such as frequently touched surfaces and touchpoints.</p> <p>Staff have access to appropriate PPE and have been trained and instructed in usage.</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>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>An additional cleaner is on-site during the day, performing a regular cleaning rota and also cleaning room after classes use them e.g. science lab/DT</p> <p>Staff are working under the direction of Chris Birchall to ensure the risk assessments are being undertaken.</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>We are unable to take contactless payments. Office staff sanitise hands after handling cash/wear gloves.</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. Teaching staff may wish to clean articles or areas within the classroom during the school day e.g. books after being touched by pupils, touch points within their class, e.g. in the event a pupil has dropped a used tissue on a table: It is safest that teaching staff use sanitising wipes for this purpose. If other cleaning chemicals are used then additional COSHH risk assessments, training and PPE may be required. These chemicals should be purchased in the dilution ready for use, kept in the original bottles and stored securely within the classroom. 	✓	<p>Rooms with soft furnishings are not being generally used. Where they are used they are for an identified pupil or pupils within a hub.</p> <p>Unused toys have been stored away.</p> <p>All classrooms have been decluttered and unnecessary items stored away.</p> <p>Classrooms have been inspected further and unused furniture removed to create more space</p> <p>Cleaners are cleaning before and after the pupils arrive and leave with instructions to focus on target areas such as frequently touched surfaces and touchpoints.</p> <p>Additional cleaner working and on call during the day.</p> <p>Staff have access to PPE and have been trained and instructed on usage.</p> <p>Cleaning materials available in all</p>	L

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			classes/used areas.	
	<ul style="list-style-type: none"> Teachers wash or sanitise their hands before and after handling pupils' books. 	✓	All staff briefed and staff to take responsibility for their own hand hygiene.	
	<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. 	✓	Individual equipment packs have been made up and labelled. In instances where equipment is shared, pupils sanitise their hands before and after use and the equipment is sanitised.	
	<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. 	✓	Equipment and surfaces regularly wiped down. This will increase once the school reopens wider, as such an additional cleaner will be employed during the hours of 10am – 2pm to ensure this task is undertaken.	
	<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. 	✓	Each bubble has access to own PE equipment. Only one bubble will be using rooms such as DT, Science and these will be cleaned after use. A rota has been put in place for only 1 bubble to use Commando Joe Equipment each week, working in their respective classes the following week on planning and other tasks. PW has sent out supportive guidance and suggestions to staff about this change. There is also a timetable for the sports hall to allow hub 2 and 3 pupils to access PE indoors. The hall is cleaned after use.	
	<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, 	✓	In place	

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	stationery and mobile phones. Bags are allowed. <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. 	✓ ✓ N/A ✓	In place In place Pupils to bring their own water bottles where possible or have their own cups in class. In place	
PPE (Reference)	<ul style="list-style-type: none"> • Adequate necessary Personal Protective Equipment (PPE) is available for cleaning tasks, personal care, first aid and certain medical procedures. • 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 	✓	In place Instruction on donning and doffing shared with staff and signage in place around school. No pupils with complex medical needs. Care plans have been updated and include instructions on the use of PPE	Low

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	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 			
Face coverings in school (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)	<ul style="list-style-type: none"> • KS0/1/2: Face coverings (or only where necessary for communication purposes - transparent face coverings) are worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Face visors or shields are not worn as an alternative to face coverings. Note that some individuals are exempt from wearing face coverings. Face coverings are not necessary in the classroom even where social distancing is not possible. <hr/> <ul style="list-style-type: none"> • KS3/4/5: It is recommended that face coverings should be worn by staff, pupils and students when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. Face coverings do not need to be worn by pupils and students when outdoors on the premises. In those settings where pupils and students in year 7 and above are educated, face coverings should be worn in classrooms and during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. Pupils have been identified who are able to wear face coverings in 	✓	In place Staff and pupils have been advised to wear face coverings while moving around the building, however it is rare that different classes/hubs meet in the corridors. Visors have been provided for some staff and pupils in classes where social distancing is difficult. More are available in the school office, if required. Pupils have been given their own visor, which is labelled with their name and cleaned regularly.	L
✓	This is encouraged. Some pupils wear face coverings in class and while moving around. Face coverings are not appropriate for all pupils, dependant on need. Staff are strongly advised to wear face coverings in communal areas.			

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	<p>these circumstances, and are able to follow instructions in their safe usage.</p> <ul style="list-style-type: none"> Staff will now have access to face coverings due to their increasing use in wider society. In the event that the Head Teacher recommends face coverings in circumstances identified above and where staff or visitors are struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, a small contingency supply available to meet such needs. 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>✓</p>	<p>There are supplies of face coverings available in the main office.</p> <p>In place</p>	
Reducing number of touchpoints	<ul style="list-style-type: none"> Touchpoints are reduced by propping open non-fire doors. Fire doors can only be held open throughout the school day with dedicated automatic closing devices. 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. 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>In place</p> <p>In place</p> <p>Drinking fountains in use. Signage in place to clean after use.</p>	L
Site to site visits	<ul style="list-style-type: none"> Staff who travel from school to another site during work hours for work purposes (i.e. not the commute) on public transport have been provided surgical face masks or the following information: https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering 	N/A	No staff currently using public transport	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. 	✓	In place	

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	<ul style="list-style-type: none"> • The school has considered how pupils arrive at school, and how to reduce any unnecessary travel on coaches, buses or public transport where possible. Consider 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. 	✓	In place Pupils in taxis are in controlled groupings to avoid mixing unnecessarily. Awaiting further DFE guidance on transport. Face masks available for secondary school age pupils travelling on public transport and their start/end times will be staggered to avoid peak times.	
	<ul style="list-style-type: none"> • 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 adopted with school. ○ 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. 	✓	Pupils in taxis are in controlled groupings to avoid mixing unnecessarily. Awaiting further DFE guidance on transport. Face masks available for secondary school age pupils travelling on public transport and their start/end times will be staggered to avoid peak times. SEN City transport in bubbles. Entrance into school from transport will be staggered. Pupils will remain on transport until collected by staff and taken directly to their hubs. Different entrances and paths around school for different hubs.	L
	<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 	✓	In place	
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. 	✓	In place	Low

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	<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. Break times including lunch are staggered so that all pupils are not moving around the school at the same time. 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>Pupils in taxis are in controlled groupings to avoid mixing unnecessarily. Awaiting further DFE guidance on transport. Face masks available for secondary school age pupils travelling on public transport and their start/end times will be staggered to avoid peak times.</p> <p>Pupils in taxis are in controlled groupings to avoid mixing unnecessarily. Awaiting further DFE guidance on transport. Face masks available for secondary school age pupils travelling on public transport and their start/end times will be staggered to avoid peak times. SEN City transport in bubbles.</p> <p>Entrance into school from transport will be staggered. Pupils will remain on transport until collected by staff and taken directly to their hubs.</p> <p>Different entrances and paths around school for different hubs.</p> <p>communicated to parents in an end of year letter which sent out 24/07/2020</p>	
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. 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. 	<p>✓</p> <p>✓</p>	<p>In place</p> <p>In place</p>	<p>Low</p>

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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>		<p>Pupils in taxis are in controlled groupings to avoid mixing unnecessarily. Awaiting further DFE guidance on transport.</p> <p>Face masks available for secondary school age pupils travelling on public transport and their start/end times will be staggered to avoid peak times.</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) 	✓	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. 	✓	In place	
		✓	<p>Office layout has been reviewed.</p> <p>No more than 3 people allowed in main office at any one time.</p> <p>Space in back office available to further promote social distancing.</p> <p>Screens have been installed between central office desks.</p>	Low
		✓	Office staff have their own workspace. Regular cleaning in place	

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Meeting rooms	<ul style="list-style-type: none"> Remote working tools (Teams, Zoom, Meet) are used to avoid in-person meetings where possible. 	✓	Where possible, meetings take place remotely	Low
	<ul style="list-style-type: none"> Only absolutely necessary participants physically attend meetings and they maintain social distancing guidelines (2m, or 1m with risk mitigation where 2m is not viable). 	✓	Any face-to-face meetings take place in a large, ventilated room with social distancing observed.	
	<ul style="list-style-type: none"> Pens, documents and other objects are not shared. 	✓	Individual pens, documents and other objects will be provided	
	<ul style="list-style-type: none"> Hand sanitiser is provided in meeting rooms. 	✓	In place	
	<ul style="list-style-type: none"> Meetings are held outdoors or in well-ventilated rooms whenever possible. 	✓	Meeting room is well ventilated	
	<ul style="list-style-type: none"> For areas where regular meetings take place, floor signage is used to help people maintain social distancing. 	✓	Floor signage is in place.	
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. 	✓	In place Each bubble has a designated staff room which is cleaned regularly No more than 3 people in PPA room at one time. Equipment such as computers/photocopiers must be wiped after use	Low
	<ul style="list-style-type: none"> Notices promoting hand hygiene and social distancing are visibly placed in the staff room. 	✓	Signage in place	
Corridors	<ul style="list-style-type: none"> Movement around the school site is kept to a minimum. Busy corridors, entrances and exits are avoided. Staggered break times and lunch times are considered as necessary. 	✓	Pupils and staff will stick to classroom in their bubbles where possible. SLT will need to move around school.	LOW
	<ul style="list-style-type: none"> Consider one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors. 			
Classrooms and pupil groups	<ul style="list-style-type: none"> Small adaptations are made to the classroom to support distancing 	✓	All classrooms to have forward facing desks spaced 2m apart.	Low

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	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. 		Staff needing to move between classes and year groups should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Our pupil numbers comply with guidance on bubbles under 1m+ social distancing Classroom layouts have been reviewed by SLT in light of increased restrictions and the new COVID strain. In some classes surplus furniture has been identified or moved to provide more space to better allow social distancing.	
	<ul style="list-style-type: none"> ● There is no need for class sizes to be adjusted from the usual size. Bubbles of an appropriate size to achieve the greatest reduction in contact and mixing are defined. These do not affect the quality and breadth of teaching or access for support and specialist staff and therapists. The following is noted: Using small groups reduces the transmission risk but can restrict the normal operation of education and present educational and logistical challenges. However, when using larger groups, the other measures from the system of controls become even more important. 	✓	We have small class sizes – on average up to 10 pupils. This in itself reduces the risk of transmission. We will continue to operate the hub model.	
	<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 	✓	Signage in place around school and in classroom promoting social distancing and good hygiene practices. Classroom set up for social distancing with forward facing desks 2m apart.	

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	<p>distance within their group. Pupils that are able should be encouraged to keep their distance within groups.</p> <p>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.</p> <p>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.</p> <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. <p>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).</p> <p>Note: In the event that a member of staff develops coronavirus symptoms and tests positive then their close contacts across all these bubble groups may need to be sent home to self-isolate.</p>		<p>For younger pupils and those with complex needs, staff have been instructed to be extra vigilant in terms of hygiene and regular hand washing.</p> <p>Teaching assistants are directed to take prep work home most nights, apart from one when they stay in school. This is to limit staff mixing between hubs. The exception is if we have a meeting.</p> <p>Hub 2 – Monday Hub 3 – Tuesday Hub 1 - Wednesday</p> <p>✓</p> <p>We are operating 3 hubs/bubbles.</p> <p>Primary (Class 1,2,3) Secondary Pathway 2 and Secondary Pathway 3.</p> <p>Pupils and teachers will remain in these hubs as much as possible.</p> <p>Some movement within hubs as teachers cover different lessons etc.</p> <p>There may be some movement between hubs to cover N/C etc. but this will be kept to a minimum.</p> <p>SLT will move between hubs as required, but this movement is now being limited to when it is absolutely necessary.</p>	
	<ul style="list-style-type: none"> • The bubble groups (pupils) do not mix with other bubble groups 		<p>We operate 3 hubs.</p>	

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	throughout the school day where possible. Wider groups are allowed for specialist teaching where necessary.		Movement between classes within hubs is limited. No movement of pupils between hubs. Movement of staff between classes/hubs is limited and only by prior agreement with SLT.	
	<ul style="list-style-type: none"> Classrooms are accessed directly from outside where possible. 	N/A	This is not appropriate for our pupils as it may cause issues with pupils choosing to stay outdoors rather than go into class.	
	<ul style="list-style-type: none"> Pupils occupy the same classroom throughout the school day where possible. Where unavoidably different groups of pupils use the same classroom at different times, the area is cleaned adequately in between their occupancy. 	✓	This is in place for hubs 1 and 2. Some Hub 3 pupils (class 8 and 9) will have access to specialist teaching rooms, which are thoroughly cleaned after use.	
	<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. 	N/A		
Lunchtime arrangements	<ul style="list-style-type: none"> A range of measures are considered and implemented to reduce the risk of transmission and contamination: <ul style="list-style-type: none"> Lunches are served and eaten within the bubble classroom Several lunch sittings are organised. The hall is zoned such that two or more groups may use it at the same time, with timings staggered so that different bubbles are not queuing whilst waiting to be served at the same time. Separate waste stations are provided. Social distancing between bubbles can be encouraged with the following measures: folding hall partition dividers, freestanding screens or floor markings. The ability of pupils to follow the social distancing rules has been taken into account within these measures. Midday Supervisors are allocated to the lowest number of consistent bubble groups. Suitable cleaning for infection control purposes is undertaken between any bubble groups usage of a space (mandatory). 	✓	Breaks will be within hubs. Each hub has access to their own outside space. Hubs 1 and 2 will eat lunch in class. One member of staff will collect the lunch. Hub 3 will eat their lunch in the diner with the main hall as overspill, if required. The rationale for this is that there are behaviour groups who will have reduced staffing at lunchtime. This will allow a more controlled unstructured time with our behaviour lead observing.	Low
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 	✓	All guidance will be referred to and followed prior to taking part in practical activity	Low

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> ○ P104 Managing hands-on activities in schools in locally locked down areas ○ P112 Practical activities for children in locally locked down areas. 			
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 	✓	All guidance will be referred to and followed prior to taking part in practical activity	Low
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 ○ 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 	✓	All guidance will be referred to and followed prior to taking part in practical activity	Low
Curriculum: School Sport	<ul style="list-style-type: none"> ● PE, sport and physical activity provided by schools to their own pupils under their systems of control can continue. This includes sports clubs or activities before or after school, in addition to their regular PE lessons. Competition between different schools do not take place, in line with the local restrictions on grassroots sport. 	✓	No before or after school clubs No competitions between schools. School has been open throughout and all guidance on PE has been followed and kept the risk low.	L

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> 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>In place. The weather will now allow for more outdoor activity.</p> <p>In place</p> <p>Each bubble has access to their own outdoor space</p> <p>In place</p> <p>Equipment cleaned between groups.</p>	
<p>Curriculum: Music, dance and drama in school</p> <p>PHE Safer Singing Reference</p>	<ul style="list-style-type: none"> Music, dance and drama continues as part of the school curriculum, noting that there is an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place. Singing, wind and brass playing do not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained. In smaller groups strict social distancing is observed. 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 	<p></p> <p></p> <p>✓</p>	<p>N/A</p> <p>N/A</p> <p>In place</p>	<p>Low</p>

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<p>pupils in dance and drama.</p> <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. 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. Shared equipment is avoided wherever possible. Name labels on equipment have been considered to help identify the designated user. Handling of music scores, parts and scripts is limited to the individual using them. If instruments and equipment have to be shared, they are disinfected regularly. Increased handwashing is undertaken before and after handling equipment, especially if being used by more than one person. 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. 	<p>✓</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>In place</p>	
School hall	<ul style="list-style-type: none"> Large gatherings such as assemblies or collective worship with more than one bubble group are avoided. Halls, dining areas and internal and external sports facilities for exercise may be used by single bubble groups with adequate 	<p>✓</p> <p>✓</p>	<p>Assemblies will be by Hub rather than whole school to avoid large gatherings.</p> <p>Assemblies will also be on TEAMS for hubs/whole school.</p> <p>Different hubs will not mix in the main hall/sports hall for PE/Commando Joe lessons. Outside spaces will be used whenever</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
	cleaning between the groups.		possible. The spaces will be cleaned after use	
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 hub area has its own toilets which are cleaned after use. Pupils will not use toilets outside their hub.	Low
Playground and school field	<ul style="list-style-type: none"> The school makes use of outdoor spaces to support delivery of the curriculum – outdoor education can limit transmission and more easily allow for distance between pupils and staff. 	✓	Outdoor learning is promoted when possible.	Low
	<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. 	✓	Each hub has access to its own outdoor area with its own play equipment. Where outdoor equipment is in use, it will be cleaned 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. 	✓	Classes within hubs will not mix when outdoors	
Lack of air changes / ventilation	<ul style="list-style-type: none"> Mechanical ventilation systems have been adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply). Further advice available here (HSE) and here (CIBSE). 	NA	No classes have mechanical ventilation	Low
	<ul style="list-style-type: none"> Natural ventilation is used to help reduce the risk of spreading coronavirus: <ul style="list-style-type: none"> Opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). 	✓	Staff are reminded to keep windows open to promote ventilation, while being aware of the temperature of the room.	

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	<ul style="list-style-type: none"> ○ Opening internal doors (note that this also has the benefit of reducing touch points). ○ Opening external doors where there are no security concerns and where it doesn't create uncomfortable drafts. 			
	<ul style="list-style-type: none"> ● To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate: <ul style="list-style-type: none"> ○ Opening high level windows in preference to low level to reduce draughts ○ Increasing the ventilation while spaces are unoccupied (e.g. before and after classes, during break and lunch) ○ Providing flexibility to allow additional, suitable indoor clothing. ○ Rearranging furniture where possible to avoid direct drafts. 	✓	In place Rules around outdoor coats have been relaxed due to the need to keep windows open during cold weather.	
	<ul style="list-style-type: none"> ● Heating is used as necessary to ensure comfort levels are maintained particularly in occupied spaces. 	✓	In place	
Breakfast and After School Clubs (Reference)	<p>From 8th – 29th March:</p> <ul style="list-style-type: none"> ● Parents and carers will only be able to access settings for certain essential purposes. Before and after school provision including allowed indoor and outdoor sports (see Sport section) to support pupil's wider education is provided to: <ul style="list-style-type: none"> ○ vulnerable children and young people ○ other children, where the provision is: <ul style="list-style-type: none"> – reasonably necessary to enable their parents and carers to work, search for work, undertake education or training or – so that they attend a medical appointment or address a medical need, or attend a support group. <p>From 29th March:</p> <ul style="list-style-type: none"> ● Outdoor provision is made available to all children, without restrictions on the purpose for which they may attend. ● Indoor provision is made available to: 		N/A	
			N/A	

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	<ul style="list-style-type: none"> ○ vulnerable children and young people ○ children on free school meals, where they are attending as part of the DfE's holiday activities and food programme ○ other children, where the provision is: <ul style="list-style-type: none"> - reasonably necessary to enable their parents and carers to work, search for work, undertake education or training, or attend a medical appointment or address a medical need, or attend a support group. 			
	<ul style="list-style-type: none"> ● Schools keep children within their day bubbles where possible in these clubs. Siblings may be kept together. If it is not possible to maintain bubbles being used during the school day then small, consistent groups are used. <p>Decisions on group sizes in the setting are based on:</p> <ul style="list-style-type: none"> ○ the current government guidance on social distancing ○ the ability of the children in attendance to maintain social distancing and practise hand hygiene ○ the age of the children in attendance ○ nature of your activity or provision (for example, static, classroom set-up rather than an activity that requires a range of movement) ○ the size or layout of your premises ○ the ability to ventilate your premises effectively with fresh air 		N/A	
	<ul style="list-style-type: none"> ● Where parents are using external childcare providers or out of school extra-curricular activities for their children, they are: <ul style="list-style-type: none"> ○ advised to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible. ○ encouraged to check providers have put in place their own protective measures ○ sent the link to the guidance for parents and carers 		N/A	
	<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 	N/A		

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	they complement the school's risk assessment measures and they have had due regard to any other relevant government guidance .			
Operational issues				
Availability of staff	<ul style="list-style-type: none"> • Trained staff are available to support pupil personal needs e.g. <ul style="list-style-type: none"> ○ lifting, use of hoists ○ intimate care ○ managing medical needs including medicines • 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. 	<ul style="list-style-type: none"> ✓ ✓ 	<p>Trained staff carry out intimate care needs in hub 1</p> <p>Trained first aiders distribute medication</p> <p>In the event of staff absence, the school has put in place a system for planned work to be distributed to all teachers, to enable a consistent approach and classes within bubbles will combined. This may result in larger spaces, such as the Hall, being utilised to allow for social distancing within the combined Bubbles.</p> <p>After discussion with the Trust and SLT it has been agreed that the use of supply staff will be limited. In cases of high levels of staff absence, SLT will look to temporarily close or partially close classes/bubbles to avoid bringing in unfamiliar agency staff.</p>	Low
	<ul style="list-style-type: none"> • Sufficient Physical Intervention trained staff are on site (see “other issues” below) 	✓	All staff RPI trained. Team teach training for one cohort of staff to be completed during Autumn term.	
	<ul style="list-style-type: none"> • Contingency plans have been explored in the event that key members of staff are unavailable to work e.g. they are self-isolating. 	✓	After discussion with the Trust and SLT it has been agreed that the use of supply staff will be limited. In cases of high levels of staff absence, SLT will look to temporarily close or partially close classes/bubbles to avoid bringing in unfamiliar agency staff.	

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Supervision	<ul style="list-style-type: none"> Supervision ratios are met (for identified individual pupils) 	✓	High staff to pupil ratio In cases of high staff absence, SLT will consider closing classes/bubbles and try to avoid bringing in unfamiliar agency staff.	Low
First Aid	<ul style="list-style-type: none"> Adequate number of first aiders (FAW / EFAW) are on site. 	✓	Each hub has first aid trained staff	Low
Catering	<ul style="list-style-type: none"> Assurance has been obtained that the school's catering provider complies with the guidance for food businesses on coronavirus. 	✓	Currently use NCC Catering	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. 	✓	Regular testing carried out	Low
Fire Procedures	<ul style="list-style-type: none"> Fire drills are undertaken as normal. 	✓	A fire drill will take place on first full week back	Low
	<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). 	✓	There is no difference to the fire procedure other than to observe social distancing. All existing procedures for exit and entry are appropriate.	
Personal Health and Safety Concerns (General)				
Pupil Behaviour (Reference)	<ul style="list-style-type: none"> The school behaviour policy has been updated to reflect current rules and routines, setting clear, reasonable and proportionate expectations of pupil behaviour. These have been communicated to staff, pupils and parents/carers. The consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions have been set out clearly at the earliest opportunity. This is particularly the case when considering restrictions on movement within school and new hygiene rules (see also SEND and welfare sections below). 	✓	It has been updated to include expected behaviour related to personal health and safety. Expectations around behaviour have been shared with pupils and parents.	Low

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Pupils (Reference)	<ul style="list-style-type: none"> Individual pupil risk assessments are subject to regular reviews noting any behavioural changes with the pupil on site. Staff working with pupils who spit uncontrollably should wash their hands than other staff. Face shields are considered as a possible control measure (contact your Safety Adviser). Pupils who use saliva as a sensory stimulant or who struggle with hand hygiene may also need more opportunities to wash their hands. 	✓	School has been open throughout, this is ongoing.	
	<ul style="list-style-type: none"> Pupils with SEND (whether with EHC plans or on SEN support) have been identified who need specific help and preparation for the changes to routine. Staff should plan to meet these needs, for example using social stories. 	✓	All pupils have EHCP plans.	
	<ul style="list-style-type: none"> Equipment is identified that is used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment. The ability to withstand cleaning and disinfecting between each use before it is put back into general use is determined. Where cleaning or disinfecting is not possible or practical, resources are: <ul style="list-style-type: none"> restricted to one user left unused for a period of 48 hours (72 hours for plastics) between use by different individuals 	✓	In operation	
Staff welfare and staff redeployment	<ul style="list-style-type: none"> Governing boards and school leaders have regard to staff (including the Head Teacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. 	✓	Staff have been regularly consulted with regards to plans. Systems set up for staff to remain in regular contact but managed to avoid use over the weekend/during evenings etc.	Low
	<ul style="list-style-type: none"> Schools have considered the potential concerns of staff who may be reluctant or anxious about returning to school and the right support is in place to address this. This may include staff who are in health categories, in BAME groups or families that have been personally affected. The school has discussed their concerns and provide reassurance 	✓	Ongoing open dialogue with staff	Low

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	of the measures they are putting in place to reduce the risk in school.			
	<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). 	✓	<p>In place, Health Assured is available for all staff.</p> <p>If staff present non critically vulnerable concerns then a Risk Assessment will be undertaken under guidance.</p> <p>Staff are working a reduced day. SLT are on site and available when a staff break is required.</p>	
	<ul style="list-style-type: none"> Telephone counselling services are available. 	✓	Health assured support available to all staff	
	<ul style="list-style-type: none"> Appropriate support and contact is provided to staff who are home working, particularly for extended periods of time. https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips/ 	✓	In place	
	<ul style="list-style-type: none"> Teaching assistants may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. 	✓	In place. High number of TA Level 3's who are covering some sessions.	
	<ul style="list-style-type: none"> Managers have discussed and agreed any changes to staff roles with individuals. Planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE's workload reduction toolkit. 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. 	✓	Temporary changes have been discussed with and communicated to staff.	

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Pupil welfare and mental health support (Reference)	<ul style="list-style-type: none"> • Where pupils, parents and households are reluctant or anxious about attending school their concerns are discussed and reassurance provided on the measures you are putting in place to reduce any risks. Pupils may include those who: <ul style="list-style-type: none"> ○ have themselves been shielding previously but have been advised they no longer need to shield ○ live in a household where someone is clinically vulnerable (CV) or CEV ○ are concerned about the possible increased risks from coronavirus • Pupils are identified who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them, putting particular emphasis on: <ul style="list-style-type: none"> ○ disadvantaged and vulnerable children ○ pupils who were persistently absent prior to the pandemic ○ pupils who have not engaged with school regularly during the pandemic Ref: Wellbeing for Education Return programme 	✓	These pupils are identified through regular safe and well checks and conversations with parents. DSL's are aware. Usual attendance procedures will continue.	Low
	<ul style="list-style-type: none"> • The school considers pastoral and extra-curricular activities to: <ul style="list-style-type: none"> ○ support the rebuilding of friendships and social engagement ○ address and equip pupils to respond to issues linked to coronavirus ○ support pupils with approaches to improving their physical and mental wellbeing • Pastoral support is offered to pupils who are: <ul style="list-style-type: none"> ○ self-isolating ○ shielding ○ vulnerable 	✓	No extra-curricular activities. Pastoral support has always be a big part of our ethos and will continue.	
	<ul style="list-style-type: none"> • The pandemic may lead to some pupils experiencing bullying, discrimination or harassment, for example due to their ethnicity or nationality, or perceived illness. This is monitored and appropriate proactive and reactive measures taken. 	✓	All instances of bullying are monitored and dealt with as highlighted in our behaviour policy. Bullying is not tolerated.	

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Other Issues				
Remote Education	<ul style="list-style-type: none"> Remote education plans are in place for individuals or groups of self-isolating pupils or because they are complying with clinical or public health advice. Pupils have access to remote education as soon as reasonably practicable, which may be the next school day. The remote education provided is equivalent in length to the core teaching pupils would receive in school and includes recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently. As a minimum the following is provided: <ul style="list-style-type: none"> Key Stage 1: 3 hours a day on average across the cohort, with less for younger children Key Stage 2: 4 hours a day Key Stage 3/4: 5 hours a day 	✓	Remote Education policy in place, shared on the website. Remote education is being delivered.	Low
	<ul style="list-style-type: none"> Systems are in place for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern A named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education is appointed. 	✓	Remote Education Lead: AR Staff have access to a TEAMS Engagement log' with expectation of completing this weekl.	Low
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. FAW or EFAW certificates that expired after 16 March 2020 can remain valid until 31 October 2020 or 6 months from date of expiry, whichever is later. All requalification training for these certificates should be completed by 31 March 2021. The validity of current paediatric certificates first aid certificates 	✓	This is an ongoing process and regularly monitored and actioned.	Low
		✓	These have been updated	

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	<p>which expired on or after 16 March 2020 can be extended to 25 November 2020 at the latest.</p> <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. 		<p>DSL training up to date. Principal recently completed DSL training.</p> <p>Additional designated DSL now employed.</p>	
Incident Reporting	<ul style="list-style-type: none"> A case of disease is recorded via the school's incident reporting system and to the HSE (via RIDDOR) where a confirmed diagnosis of COVID-19 is likely to have been caused by an occupational exposure, that is, whether or not there is reasonable evidence that a work-related exposure is the likely cause of the disease. https://notifications.hse.gov.uk/riddorforms/Disease (Contact your Safety Adviser for advice) 	✓	This has not been an issue but this protocol will be followed.	Low
Safeguarding	<ul style="list-style-type: none"> DSL or a deputy always available during school hours for staff. (Note the potential for school leaders to self-isolate) DSLs (and deputies) are provided with more time to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. 	✓	<p>DSL 1 and principal both have teaching commitments but are not timetabled to teach at the same time.</p> <p>3 other DSL's on site.</p> <p>Teaching DSL's are timetabled an additional non-contact.</p> <p>TA3 DSL will have time at the end of the day if required.</p> <p>Newly appointment of part time DSL 4 days a week after Christmas.</p> <p>Regular safe and well checks are undertaken for pupils who are not attending school. This will consist of One phone call a week by the class staff and then monitoring their engagement on TEAMS. If pupils do not engage this will be recorded on CPOMS and prompt an escalation in safe and well</p>	Low

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	<ul style="list-style-type: none"> If a vulnerable pupil is required to self-isolate, the school: <ul style="list-style-type: none"> notifies their social worker (if they have one) agrees with the social worker the best way to maintain contact and offer support checks if a vulnerable pupil is able to access remote education support supports them to access it (as far as possible) regularly checks if they are accessing remote education 		checks/home visits by DSL's. In place	
School Meals	<ul style="list-style-type: none"> The school continues to provide free school meal support to pupils who are eligible for benefits related free school meals and who are learning at home during term time. 		In place via Eden Red	Low
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. 	✓	Risk Assessment to be reviewed on a regular basis in conjunction with Trust Operations Manager Academy principal regularly updated on new guidance	Low
	<ul style="list-style-type: none"> Updates are highlighted on the risk assessment and shared with staff. 	✓	In place	

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

Reference Websites:

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

ASSESSED BY (Print name)	SIGNED	DATE
Andrew Morgan		03/03/2021