

<b>School/Academy:</b>	Westbury	<b>Date of assessment</b>	04/03/2021	
<b>Who might be harmed?</b>	Pupils, staff, visitors and contractors	<b>How many are affected?</b>	Whole School	
<b>Lockdown Easing Status:</b>	<b>Step One (From 8<sup>th</sup> March)</b> (All schools will reopen)			
<b>Reference Document:</b>	<a href="#">DfE: Schools coronavirus (COVID-19) operational guidance (February 2021)</a> <a href="#">DfE: Additional operational guidance for special schools, special post-16 institutions and alternative provision</a>			
<b>Date</b>	<b>Summary of school position</b> (include numbers of staff working from home / shielding, bubble sizes)			
<b>Hazard Aspect</b>	<b>Possible control measures</b>	✓ if in place ✗ if not or n/a	<b>Where:</b> ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	<b>Residual Risk rating</b> High, medium, low
<b>Communication</b>				
Staff	<ul style="list-style-type: none"> <li>This completed risk assessment is shared with staff. Signatures are obtained.</li> </ul>	<b>Y</b>	Distributed to staff on 5 <sup>th</sup> March 2021	L
	<ul style="list-style-type: none"> <li>Staff are encouraged to give regular feedback on the effectiveness of these control measures and plans, share suggestions and identify additional touch points.</li> </ul>	<b>Y</b>	Risk Assessment to be reviewed monthly or when there is a significant change with Trust Operations Manager. Touchpoint template has been received from Operations Manager	
Parents/carers, pupils and visitors	<ul style="list-style-type: none"> <li>The relevant control measures from this risk assessment are communicated to parents, carers, pupils and visitors.</li> </ul>	<b>Y</b>	Completed-key updated messages delivered to staff on 5 <sup>th</sup> March 2021. Risk Assessment will be uploaded to the website and parents notified through school comms. Key messages shared with pupils during first day back meetings with class tutor and assemblies	L

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	<ul style="list-style-type: none"> <li>Where possible, for example with older children with less complex needs who are able to self-regulate their behaviours without distress, children and young people should also be supported to maintain distance and not touch staff and their peers. This will not 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.</li> <li>Settings doing this where they can, and even doing this some of the time will help.</li> <li>Signage is installed wherever necessary as a reminder.</li> <li>If possible, a pdf version of this completed risk assessment published on the school's website to provide transparency of approach to parents, carers and pupils. (Do not include names where any personal details are recorded).</li> <li>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.</li> </ul>	Y	<p>At Westbury, all pupils have EHCPlans and desks in classrooms are 1M+ distanced as part of our normal classroom layout. Pupils risk assessments will be updated accordingly.</p> <p>Visitors should wear face coverings-signage in place.</p> <p>Visitors by appointment only.</p>	
	<ul style="list-style-type: none"> <li>If possible, a pdf version of this completed risk assessment published on the school's website to provide transparency of approach to parents, carers and pupils. (Do not include names where any personal details are recorded).</li> </ul>	Y	Will be uploaded to the Academy website.	
	<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	Letter sent to parents/carers and updated attendance on Academy website. From 8 <sup>th</sup> March onwards we will be able to track post lockdown attendance.	M
Employer	<ul style="list-style-type: none"> <li>The completed risk assessment (v.5) is shared with the Governing Body and employer.</li> </ul>	Y	The Trust shares the risk assessments with Governing Body and uploaded to Raleigh Learning Trust Website.	L
Trade Unions	<ul style="list-style-type: none"> <li>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).</li> </ul>	Y	The Trust shares the risk assessments with Governing Body and uploaded to Raleigh Learning Trust Website.	L
<b>Contracting / transmitting Covid-19</b>				
Preventing symptomatic persons attending school	<ul style="list-style-type: none"> <li>Pupils, parents / carers and any visitors, such as suppliers, are informed not to enter the school if they are displaying any symptoms of coronavirus:                             <ul style="list-style-type: none"> <li>a new, continuous cough</li> </ul> </li> </ul>	Y	<ul style="list-style-type: none"> <li>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell</li> </ul>	L

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	<ul style="list-style-type: none"> <li>○ or a high temperature</li> <li>○ or has a loss of, or change in, their normal sense of taste or smell (anosmia)</li> </ul> <p><a href="#">PHE Campaign posters are available here.</a></p>		<p>(anosmia), they must be sent home and advised to follow '<u>stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>', which sets out that they must self-isolate for at least 10 days and should <u>arrange to have a test</u> to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.</p> <ul style="list-style-type: none"> <li>• Unwell staff member goes to well ventilated medical room and remains behind a closed door. Member of SLT notified. SLT member wears PPE to conduct initial assessment.</li> <li>• Pupil unwell informs class teacher who informs member of SLT. Pupil goes to well ventilated medical room and remains behind a closed door. SLT member wears PPE to conduct initial assessment.</li> <li>• If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</li> <li>• PPE must be worn by staff caring for the child while they await collection if a</li> </ul>	L

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			distance of 2 metres cannot be maintained  <ul style="list-style-type: none"> <li>• If one pupil falls ill, the guidance does not state that whole year groups will necessarily have to isolate if one case of coronavirus is reported. Instead, schools should refer to their local health protection team to decide what to do on a case-by-case basis. The health protection team will then carry out a rapid risk assessment and provide definitive advice on who must be sent home.</li> <li>• Schools to issue home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested”.</li> <li>• It is a requirement that people who are ill stay at home</li> <li>• The Academy will ask parents and staff to inform them immediately of the results of a test:</li> </ul>	
	<ul style="list-style-type: none"> <li>• For noting: In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse</li> </ul>	Y	Protocol shared with Senior Leaders and necessary staff-e.g. office.	

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	the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus.			
Individuals not accessing the vaccination programme	<ul style="list-style-type: none"> <li>Staff, their households and parents are encouraged to access the vaccination programme when it is available for their priority group. Posters are available here: <a href="https://coronavirusresources.phe.gov.uk/covid-19-vaccine/resources/">https://coronavirusresources.phe.gov.uk/covid-19-vaccine/resources/</a></li> </ul>	Y	The school has succeeded in a high uptake rate of 96% of staff receiving dose 1 of the vaccination.	L
Preventing persons who are at a higher risk of carrying the virus attending school <a href="#">Reference</a>	<ul style="list-style-type: none"> <li><b>Staff</b> 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.</li> </ul>	Y	Staff updated by e-mail week commencing Monday 8 <sup>th</sup> March.	L
	<ul style="list-style-type: none"> <li><b>Parents and carers</b> are made aware of the current quarantine restrictions if they return from countries outside the Common Travel Area (i.e. UK, the Crown Dependencies (Bailiwick of Jersey, Bailiwick of Guernsey and the Isle of Man) and Ireland), noting that quarantine may affect their ability to comply with statutory attendance.</li> </ul>	Y	Attendance Officer will track this as part of practice.	
	<ul style="list-style-type: none"> <li>Records are kept of such visits.</li> </ul>	Y	Attendance Officer will track this as part of practice.	
Reducing the number of persons on site	<ul style="list-style-type: none"> <li>The school considers whether it is feasible and appropriate for some roles, such as administrative roles to work from home, either full time or on a part time basis. The school considers whether it is feasible for teaching staff, particularly those in health groups whether they could virtually teach from home, either full or part time, using IT. (See "Persons at higher risk of becoming seriously ill" section)</li> </ul>	Y	The school considers it feasible and appropriate for all staff to work on site.	L
	<ul style="list-style-type: none"> <li>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools, but are kept to the minimum. They particularly ensure they minimise contact and maintain as much distance as possible from other staff. The number of groups</li> </ul>	Y	This will form part of the induction programme.	

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	<p>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>			
	<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	The Academy does not host Teacher Training. We have x1 PGCE student on site.	
	<ul style="list-style-type: none"> <li>The School's coronavirus safety principles are communicated to essential visitors such as contractors, other non-school based services, external coaches, clubs and organisations for curricular and extra-curricular activities prior to any proposed visit.</li> </ul> <p>A dialogue is undertaken where necessary between the school and visitors regarding the schedule of the visit including the rooms to be visited and any points of discussion around social distancing and hygiene.</p>	Y	Visitor guidelines (poster) displayed in reception and visitors signposted to guidance by office staff. Visitors when signing in, sign to state they do not have Covid symptoms.	
	<ul style="list-style-type: none"> <li>Parents/carers are informed that if their child needs to be accompanied to the school, only one parent/carer should attend if possible.</li> </ul>	Y	Vast majority of pupils transported to and from school by taxi.	
	<ul style="list-style-type: none"> <li>Conversations with parent/carers are held on the telephone wherever possible. Parents/carers are informed not to enter the school building unless they have a pre-arranged appointment. The 2-metre social distancing rule applies to these meetings and kept as short as possible (e.g. less than 15 minutes).</li> </ul>	Y	Staff informed that meetings with parents/carers invited by appointment only.	
	<ul style="list-style-type: none"> <li>Non-essential visitors are asked to remain away from site. In determining whether the visitor is essential consider whether the meeting can be undertaken remotely, whether there are any other health and safety, financial or other significant implications of not undertaking the visit.</li> </ul>	Y	Communication remotely as necessary.	
	<ul style="list-style-type: none"> <li>Governor meetings held virtually if possible. Any Governor meetings held in school are undertaken following social distancing</li> </ul>	Y	Social distancing guidelines adhered to. Governor meetings taking place remotely.	

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	<p>protocols. Governor monitoring visits are undertaken virtually if possible.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	N/A	The school will not be hosting any performances; however this will remain under review.	
Persons at higher risk of becoming seriously ill	<ul style="list-style-type: none"> <li><b>Clinically extremely vulnerable staff</b> are advised not to attend the workplace. CEV individuals are those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list). Staff who are identified as clinically extremely vulnerable should follow the published guidance. The school has reviewed the list of staff who are identified as CEV, noting that the NHS have recently added individuals they after undertaking their NHS COVID-19 Population Risk Assessment. Even when CEV staff have had both doses of the vaccine, they should continue to follow this shielding advice until further notice. See also staff welfare.</li> </ul>	Y	<p>Staff clinically vulnerable and clinically extremely vulnerable have been identified.</p> <p>In terms of the wider health impact, each staff is offered a confidential meeting to complete a CEV risk assessment prior to any return to work. Any return to work under these circumstances are signed off by the member of staff concerned.</p>	L
	<ul style="list-style-type: none"> <li><b>Clinically extremely vulnerable pupils</b> are currently advised not to attend school. Copies of the shielding letter sent to CEV children are requested if necessary. 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. These decisions are recorded and reviewed.</li> </ul>	Y	<p>Pupils who are considered to be in clinically vulnerable and extremely clinically vulnerable groups have been identified.</p> <p>In terms of the wider impact, each pupil's needs is assessed on a case by case basis with all stakeholders. Risk assessments are undertaken.</p>	
	<ul style="list-style-type: none"> <li>The following measures are in place for <b>pregnant members of staff</b> and recorded on the pregnancy Covid risk assessment:</li> </ul>	Y	We currently have no members of staff who are pregnant. However, if staff who are pregnant/planning pregnancy, a confidential	

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	<ul style="list-style-type: none"> <li>Up to 28 weeks: Avoid face to face contact, observe social distancing recommendations where possible.</li> <li>Over 28 weeks: Consider further precautions.</li> </ul>		meeting with the Principal will be offered to discuss any matters of concern and where appropriate undertake a risk assessment.	
	<ul style="list-style-type: none"> <li>Staff in the <b>BAME categories</b> have been individually reminded to observe good prevention practice in the workplace and home settings. For noting: There is clear evidence that certain BAME groups have higher rates of infection, and higher rates of serious disease, morbidity and mortality. There is no strong evidence that ethnicity by itself (or genetics) is the sole explanation for observed differences in rates of severe illness and deaths. What is clear is that certain health conditions are associated with increased risk of serious disease, and these health conditions are often overrepresented in certain BAME groups. It is also clear that societal factors, such as occupation, household size, deprivation, and access to healthcare can increase susceptibility to COVID-19 and worsen outcomes following infection.</li> </ul>	Y	Staff identified as BAME can arrange a confidential meeting with the Principal to discuss any matters of concern.	
	<ul style="list-style-type: none"> <li><b>Clinically vulnerable</b> 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.</li> </ul>	Y	Clinically vulnerable staff will be reminded to observe all of the government guidelines. They will be offered a confidential meeting with a member of SLT.	
	<ul style="list-style-type: none"> <li><b>Staff who live with</b> those who are clinically vulnerable or clinically extremely vulnerable are individually reminded to observe good prevention practice in the workplace and home settings.</li> </ul>	Y	Staff who live with Clinically /extremely vulnerable relatives will be reminded to observe all of the government guidelines by in an e-mail memo to staff week commencing 8 <sup>th</sup> March.	
School Visits	<ul style="list-style-type: none"> <li>The school notes that the DfE advises against educational visits at this time.</li> </ul>	Y	The academy will follow guidance on educational visits.	L
Undertaking CPR	<ul style="list-style-type: none"> <li>The following information has been shared with school first aiders: <a href="https://www.resus.org.uk/press-releases/covid-19-statement">Resuscitation Council UK Statement on COVID-19 in relation to CPR and resuscitation in first aid and community settings</a> <a href="https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-">www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-</a></li> </ul>	Y	Information re-shared with First Aiders-2 defibrillators on site.	L

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	<p><a href="#">certificate-coronavirus.htm</a></p> <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>			
<p>Persons becoming symptomatic whilst in school</p>	<ul style="list-style-type: none"> <li>• If anyone in the school becomes unwell with:                             <ul style="list-style-type: none"> <li>○ a new, continuous cough</li> <li>○ <b>or</b> a high temperature</li> <li>○ <b>or</b> has a loss of, or change in, their normal sense of taste or smell (anosmia)</li> </ul> </li> <li>• they must:                             <ul style="list-style-type: none"> <li>○ be sent home and advised to follow '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>', which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus.</li> </ul> </li> </ul> <p>Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.</p>	<p><b>Y</b></p>	<p>Locations where pupils could be isolated:</p> <p>Locations where pupils could be isolated: Medical Room in place as a sterile venue.</p> <p>There is a staff toilet located nearby the medical room which will be at that point in sole use for the isolated person. This procedure has been communicated to all staff ahead of full re-opening.</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 supported in leaving the site. The pupil will be supervised in the medical room and parents/carers advised to collect them.</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</p>	<p>L</p>

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	<ul style="list-style-type: none"> <li>• PPE is available in the event that someone becomes symptomatic on site and if a distance of 2 metres cannot be maintained:                             <ul style="list-style-type: none"> <li>○ a <b>face mask</b></li> <li>○ <b>disposable gloves</b> and an <b>apron</b> if contact is necessary</li> <li>○ <b>eye protection</b> if a risk assessment determines that there is a</li> </ul> </li> </ul>	Y	<p>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 the KS2 and KS3 classrooms. The KS4 area has sinks for washing. PPE will be stored in each Key Stage and all incidences are reported to an 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 3-layer face mask is to 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 face mask is to be worn by the supervising adult.</p> <p>Cleaning the affected area will take place immediately as cleaners on site daily. Area to be cordoned off to all staff and pupils.</p> <p>PPE and visors are available to all staff and pupils. At Westbury, we continue to provide the 3-layer face masks and gloves for staff. All supplies ordered and stocked. Supplies in classrooms are checked on a daily basis and overall stock checked every Monday by the</p>	

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	<p>risk of fluids entering the eye from, for example, coughing, spitting or vomiting.</p> <ul style="list-style-type: none"> <li>If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.</li> <li>Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</li> <li>Records of persons with symptoms consistent with coronavirus are kept (ref: tracker).</li> </ul>		<p>site caretaker.</p> <p>Training and instruction will be provided in accordance with Government guidance: <a href="https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures">https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</a></p> <p>Posters will also be displayed to remind staff concerned.</p> <p>National guidance is followed.</p> <p>Records held by office staff.</p>	
Test and Trace	<ul style="list-style-type: none"> <li>The <a href="#">latest NHS/PHE test and trace information</a> has been shared with staff and parents. In particular, parents are encouraged to get tests for their children if they develop symptoms.</li> <li>Staff and parent telephone numbers are checked for accuracy.</li> <li>The school understands the purpose of the school's own home test kits, has decided who makes the decision to offer the kit when they have a stock and by what criteria: "You should only offer a home test kit to individuals who have</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>Posters shared with staff</p> <p>These were updated in September 2020 and are updated on an ongoing basis.</p> <p>SLT has oversight of home test kits.</p>	L

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	<p>developed symptoms while at school (or to their parent or carer if it is a pupil) in the exceptional circumstance that you believe they may have barriers to accessing a test elsewhere, and that giving them a home test kit directly will therefore significantly increase the likelihood of them getting tested.”</p> <p>Note that to book a test at a centre they will need their own transport (or walk). To book either a test at a centre or to request a home test kit access to the internet and mobile phone is required, or by telephoning NHS on 119.</p>			
	<ul style="list-style-type: none"> <li>Swift action is taken when you become aware that someone who has attended school has tested positive for coronavirus (ref. symptom summary sheet v.6)</li> </ul>	Y	<p>The school has continuously followed the guidelines as published and advised by NHS, DfE and Public Health England. SLT have considerable experience of responding to instances of positive cases while being open during the pandemic. Guidelines are regularly reviewed.</p> <p>Guidance followed as necessary: Confirmed positive Covid 19 cases reported as follows: Step 1: DfE Helpline contacted: 08000468687 Step 2: PHE East Midlands Health Protection Team contacted-follow guidance. Step 3: Trust and Local Authority informed-follow guidance</p>	
	<ul style="list-style-type: none"> <li>Contact details, are kept of all other visitors to the school, including where possible, personal phone numbers.</li> </ul>	Y	Sign in sheet in the reception	
	<ul style="list-style-type: none"> <li>Ongoing records are kept of:                             <ul style="list-style-type: none"> <li>The names of pupils in the bubbles and members of staff who have accessed them.</li> <li>Any close contact that takes places between children and staff in different bubbles.</li> </ul> </li> </ul>	Y	Bubbles in place by Key Stage.	

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	<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> <ul style="list-style-type: none"> <li>• For noting: In the event that a pupil or member of staff reports symptoms, the rest of the bubble can continue to attend school awaiting the result of the test (apart from any siblings who are in, or not in, the same bubble who must also self-isolate with the rest of their household).</li> <li>• Where staff or pupils have downloaded the NHS Covid app:                             <ul style="list-style-type: none"> <li>○ If they keep their mobile phones on their person during the working day then the app can be left on.</li> <li>○ If their mobile phones are not kept on their person during the working day e.g. in a drawer or locker, they are asked to keep their mobile phones switched off or the app turned off.</li> </ul> </li> </ul>			
Lateral Flow Testing (LFT) (Pupils)	<ul style="list-style-type: none"> <li>• A risk assessment has been completed for the school's <b>onsite Asymptomatic Testing Site (ATS)</b> to administer LFTs.</li> </ul>	Y	Current risk assessment has been completed and reviewed every 2 weeks.	L
	<ul style="list-style-type: none"> <li>• The school retains a small ATS so that they can offer testing to pupils unable to test at home.</li> </ul>	Y	The current ATS is located in the sandwich room and will remain in place.	L
	<ul style="list-style-type: none"> <li>• Identify <b>pupils</b> 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.</li> </ul>	Y	Pupils for on site testing have been identified. Testing will commence from 8 <sup>th</sup> March.	
	<ul style="list-style-type: none"> <li>• Identify <b>pupils</b> who would <b>not</b> 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</li> </ul>	N/A	All pupils who have consented will be tested on site. Parental/carers consent has been obtained.	L

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	<p>onwards as long as they are supervised by an adult.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Parents and carers are instructed to:                             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ share their result, whether void, positive or negative to help with contact tracing.</li> </ul> </li> <li>• Appropriate action is taken by the school in the event of a parent / carer reporting a positive LFT test result.</li> </ul>	<p>Y</p> <p>X</p> <p>X</p> <p>Y</p>	<p>Parental/carers consents have been obtained.</p> <p>Parent/carers signposted to training.</p> <p>Parents/carers will be notified.</p> <p>Follow national guidance.</p>	
Home Lateral Flow Testing (LFT) (Staff)	<ul style="list-style-type: none"> <li>• School staff have been appointed a “COVID-19 Coordinator” who will be responsible for:                             <ul style="list-style-type: none"> <li>○ communicating with stakeholders</li> <li>○ ensuring staff are using the right instructions and that they sign for the test kits using the ‘test kit log’</li> <li>○ reporting incidents and carry out risk management</li> <li>○ storing and reporting any required data</li> <li>○ reordering tests when required</li> </ul>                             They have read and understood the resources from the Primary portal.                         </li> <li>• 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</li> </ul>	<p>Y</p> <p>Y</p>	<p>MW is the COVID-19 Coordinator and is responsible for the control measures.</p> <p>This has been in place since January 2021</p>	<p>L</p>

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	<p>letter from the Govt. resources.)</p> <ul style="list-style-type: none"> <li>• 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.)</li> <li>• Staff are reminded that:                             <ul style="list-style-type: none"> <li>○ A negative LFT does not eliminate the possibility of an infection. In particular it will not detect individuals who are recovering from having had the virus.</li> <li>○ 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.</li> <li>○ The testing programme does not replace current (PCR) testing policy for those with symptoms.</li> </ul> </li> <li>• Appropriate action is taken in the event of staff home results:                             <ul style="list-style-type: none"> <li>○ A negative test result</li> <li>○ A positive test result</li> <li>○ Two void test results</li> </ul> </li> <li>• Staff are instructed to:                             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ share their result, whether void, positive or negative to help with contact tracing.</li> </ul> </li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Test days: Monday and Friday</p> <p>This information to be re-shared with staff on a poster in the testing room.</p> <p>If home testing was to take place, staff will be issued with a briefing memo to remind them of what action to take when home testing. The school will offer a fresh test to staff who produce two void tests when they arrive at school.</p> <p>Staff will follow the guidance on the home testing kits.</p>	
Hygiene – General	<ul style="list-style-type: none"> <li>• Correct handwashing and good hygiene are followed by staff, pupils, visitors and contractors. Pupils wash their hands at the designated times during the day and after certain activities:                             <ul style="list-style-type: none"> <li>○ On arrival at school</li> </ul> </li> </ul>	Y	All children will wash hands on entry and before and after lunch. They will wash when moving to a new area in the school and/or a new activity and equipment.	L

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	<ul style="list-style-type: none"> <li>○ After breaks and sport activities</li> <li>○ When they change rooms</li> <li>○ Early Years: after using wheeled bikes, trikes and other large, movable toys</li> <li>○ Before cooking and eating</li> <li>○ After sneezing or coughing</li> <li>○ After using the toilet</li> <li>○ Before leaving home</li> </ul> <p>Note: Electric hand dryers may be used in schools</p>		<ul style="list-style-type: none"> <li>• Routine daily reminders and behaviour expectations issued to pupils by staff. Routines followed as per guidance posters.</li> <li>• School has enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly</li> <li>• Supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs to continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</li> </ul> <p>Staff and pupils must wear face coverings in communal areas outside the classroom where distancing is difficult to maintain. Shared with all staff by the Principal in weekly briefings as a reminder and pupils reminded by staff.</p> <p>Pupils to wash hands before and after use of PE equipment.</p> <ul style="list-style-type: none"> <li>• Visitors should wear face coverings before entry to the school premises.</li> </ul>	
	<ul style="list-style-type: none"> <li>• A process is in place for removing face coverings when pupils and staff who use them arrive at school. Pupils are instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</li> </ul>	<b>Y</b>	Information re-shared with staff and by staff to pupils.	

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	<ul style="list-style-type: none"> <li>For noting: School uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</li> </ul>	Y	Staff informed via e-mail. Parents informed via school comms	
	<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	Routines revisited with children each morning. Staff routinely remind pupils. Gentle discouragement and positive reinforcement to support learning new behaviours. National Guidance posters in place.	
	<ul style="list-style-type: none"> <li>Adequate soap / hand sanitizer and tissues are available for pupils and staff throughout the school and for visitors arriving at main reception. Soap and water is the preferred choice; hand sanitizer is used when the use of soap and water is not practical. Identified children are supervised with their use of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes are used as an alternative.</li> </ul>	Y	All supplies ordered and stocked. Supplies in classrooms are checked on a daily basis and overall stock checked every Monday by the site caretaker.	
	<ul style="list-style-type: none"> <li>Arrangements for dealing with bodily fluids are in place. The risk assessment has been completed and appropriate disposal procedures are in place.</li> </ul>	Y	May consider protective arm sleeves for biters (cut resistant sleeves). Fluid resistant (surgical masks) to be ordered approx. 5 per school. In the event of a pupil sneezing on a member of staff or pupil, pupil and/or staff to change clothing and place in a bag. PPE provided to clean pupil if necessary. Staff to wear face coverings where social distancing is difficult to maintain. Pupils strongly recommended to wear face coverings in classrooms and corridors.	
	<ul style="list-style-type: none"> <li>The best choice of bins for used tissues is a lidded bin with a pedal</li> </ul>	Y	Lidded and double lined bins in each room	

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	<p>as you will not need to physically touch the bin lid and the tissues will be safely stored.</p> <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> <ul style="list-style-type: none"> <li>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).</li> </ul> <p>A list of touch points and surfaces that will receive regular cleaning has been created. These will include door handles, WC flush handles, WC vanity surfaces, taps, push plates, dining tables, door and gate entry systems, photocopier control panels, banisters, chairs, light switches.</p> <p>Frequently touched surfaces and touch points are cleaned using sanitizing chemicals.</p> <p>The frequency of necessary cleaning has been identified. More frequent cleaning is required of rooms / shared areas that are used by different groups.</p> <ul style="list-style-type: none"> <li>Wherever possible contactless payments are accepted on site rather than cash. In the event that this isn't possible, office staff should wash or sanitise their hands immediately after handling any coins.</li> </ul>	<p></p> <p><b>Y</b></p> <p><b>N/A</b></p>	<p>being used. Cleaned and emptied daily.</p> <p>Site cleaners following guidelines.</p> <p>Cleaners (assigned to designated site buildings) are cleaning throughout the day with instructions to focus on target areas such as frequently touched surfaces, touchpoints and toilets. Deep cleans of used spaces will take place daily.</p> <p>Staff have access to appropriate PPE and have been trained and instructed in usage.</p> <p>Staff are working under the direction of Chris Birchnall (RLTrust Premises Lead) to ensure the risk assessments are being undertaken.</p>	

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Hygiene – Classroom group bubble	<ul style="list-style-type: none"> <li>Soft furnishings, soft toys and toys that are hard or impossible to clean (such as play dough or those with intricate parts) have been removed from use in rooms which more than one bubble group uses.</li> </ul>	Y	All furnishings and toys remain in Key Stage Year Group Bubbles.	L
	<ul style="list-style-type: none"> <li>Unnecessary items are removed from classrooms and other learning environments where there is space to store it elsewhere as this reduces the amount of cleaning required.</li> </ul>	Y	All classrooms have been decluttered and unnecessary items stored away. Staff reminded to keep classrooms tidy in staff briefing on 2 <sup>nd</sup> March.	
	<ul style="list-style-type: none"> <li>Teaching staff may wish to clean articles or areas within the classroom during the school day e.g. books after being touched by pupils, touch points within their class, e.g. in the event a pupil has dropped a used tissue on a table:  It is safest that teaching staff use sanitising wipes for this purpose. If other cleaning chemicals are used then additional COSHH risk assessments, training and PPE may be required. These chemicals should be purchased in the dilution ready for use, kept in the original bottles and stored securely within the classroom.</li> </ul>	Y	Sanitising wipes placed in each classroom being used.  Staff have access to appropriate PPE and have been trained and instructed in usage.	
	<ul style="list-style-type: none"> <li>Teachers wash or sanitise their hands before and after handling pupils' books.</li> </ul>	Y	All staff briefed and staff to take responsibility for their own hand hygiene.	
	<ul style="list-style-type: none"> <li>Activities are avoided which involve passing items around a class where it does not contribute to pupil education and development. The sharing of books, other resources and equipment is avoided where possible.  Staff and pupils have their own pencils and pens, which are not shared. Consider labelling items with pupils' names.</li> </ul>	Y	Minimal equipment passed around in the class. Pupils have own labelled equipment.	
	<ul style="list-style-type: none"> <li>Shared materials such as books and games and surfaces are cleaned and sanitised more frequently. Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities are washed before and after use.</li> </ul>	Y	Cleaners on site daily, one cleaner for each Key Stage.	
	<ul style="list-style-type: none"> <li>Resources that are shared <b>between</b> bubbles, such as sports, art and science equipment are cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left</li> </ul>	Y	Cleaners on site in both buildings cleaning surfaces and equipment throughout the day.	

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	<p>unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p>		<ul style="list-style-type: none"> <li>Bubbles continue to be allocated their own toilet blocks, toilets cleaned regularly and quality assurance checklist in place by site cleaners signposted in toilets. Pupils must be encouraged to clean their hands thoroughly after using the toilet.</li> <li>Classroom based resources, such as books and games used and shared within the bubble are cleaned regularly, along with all frequently touched surfaces.</li> <li>Sports/arts/science-will have bespoke labelled Key Stage Equipment</li> <li>Staff and pupils have their own items that are not shared.</li> <li>Outdoor playground equipment cleaned frequently.</li> </ul>	
	<ul style="list-style-type: none"> <li>Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.</li> </ul>	Y	<ul style="list-style-type: none"> <li>The amount of equipment pupils bring into school each day is limited to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.</li> </ul>	
	<ul style="list-style-type: none"> <li>The amount of shared resources that are taken home are limited.</li> </ul>	Y	Pupils take home limited equipment they	

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	<ul style="list-style-type: none"> <li>Ensure that reusable drinking cups are not shared between pupils. Consider replacing reusable drinking cups with disposable cups.</li> <li><a href="#">Guidance</a> is followed with any proposed singing in schools.</li> <li>Children and staff are encouraged to flush toilets with the lid down to avoid the possibility of an aerosol. Where there are toilets without lids in nurseries a temporary cover is placed over the toilet when <b>staff</b> have to flush nursery toilets.</li> </ul>	<p>Y</p> <p>Y</p>	<p>attend with. Disposable cups only used and drink stations.</p> <p>No pupil currently receives singing lessons.</p> <p>Staff advise and remain vigilant. KS2 and KS3 classes have a toilet in the classroom so this helps vigilance.</p>	
<p>PPE <a href="#">(Reference)</a></p>	<ul style="list-style-type: none"> <li>Adequate necessary Personal Protective Equipment (PPE) is available for cleaning tasks, personal care, first aid and certain medical procedures.</li> <li>Training and instruction have been provided for the putting on, removing and disposal of PPE.</li> <li>Risk assessments in place for medical procedures have been reviewed in light of the pandemic (contact the medical professional who created or assisted with the creation of the risk assessment) and in particular noting whether any additional PPE is necessary.</li> <li>Aerosol generating procedures (AGPs): Within education settings these are only undertaken for a very small number of children with complex medical needs, such as those receiving tracheostomy care. Staff performing AGPs in these</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>N/A</p>	<p>All supplies ordered and stocked. Supplies in classrooms are checked on a daily basis and overall stock checked every Monday by the site caretaker.</p> <p>Training and instruction will be provided in accordance with Government guidance: <a href="https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures">https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</a></p> <p>Posters will also be displayed to remind staff concerned.</p> <p>Non-fire doors kept open to avoid excessive touching of door handles.</p> <p>Staff have been wearing PPE throughout.</p> <p>There are no pupils with complex medical needs on site.</p>	<p>L</p>

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	settings follow Public Health England's personal protective equipment (PPE) guidance on aerosol generating procedures, and wear the correct PPE which is: <ul style="list-style-type: none"> <li>○ a FFP2/3 respirator</li> <li>○ gloves</li> <li>○ a long-sleeved fluid repellent gown</li> <li>○ eye protection</li> </ul>			
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"> <li>• <b>KS0/1/2:</b> 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.</li> <li>• <b>KS3/4/5:</b> 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 these circumstances, and are able to follow instructions in their safe usage.</li> </ul>	Y	Parents/carers aware of face covering measures via school newsletter.  Staff are reminded that face shields are not PPE.  Staff to wear face coverings in areas where social distancing is difficult to maintain.	L
		Y	Parents/carers aware of face covering measures via school newsletter.  Staff are reminded that face shields are not PPE.  Staff to wear face coverings in areas where social distancing is difficult to maintain. Pupils are strongly recommended to wear face coverings in classrooms and in corridors where social distancing is difficult to maintain.  If a pupil does not wear a face covering in the classroom, their education must continue.	

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	<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	Face coverings have been available to staff throughout the pandemic.	
	<ul style="list-style-type: none"> <li>Instructions are displayed / provided for wearers of face coverings of the correct way– available as a <a href="#">list here</a> and an <a href="#">infographic here</a>.</li> </ul>	Y	Share with pupils and staff	
Reducing number of touchpoints	<ul style="list-style-type: none"> <li>Touchpoints are reduced by propping open non-fire doors. Fire doors can only be held open throughout the school day with dedicated automatic closing devices.</li> </ul>	Y	Non-open fire doors kept open.	L
	<ul style="list-style-type: none"> <li>Only use touch screen signing in systems if it can be ensured that only the bar code reader is used or hands are sanitised straight afterward after touching and the screens are cleaned on a regular basis at appropriate times.</li> </ul>	Y	Sanitiser station adjacent screen.	
	<ul style="list-style-type: none"> <li>Consider whether drinking fountains need to be taken out of action.</li> </ul>	Y	In place with disposable cups.	
Site to site visits	<ul style="list-style-type: none"> <li>Staff who travel from school to another site during work hours for work purposes (i.e. not the commute) on public transport have been provided surgical face masks or the following information: <a href="https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering">https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering</a></li> </ul>	Y	In place.	L
<b>Contracting / transmitting Covid-19 – including the “Bubble” Model</b>				
Parents and pupils travelling to school	<ul style="list-style-type: none"> <li>Parents/carers and pupils are encouraged to walk or cycle to the school where possible.</li> </ul>	Y	A minority of pupils cycle/walk.	L
	<ul style="list-style-type: none"> <li>The school has considered how pupils arrive at school, and how to reduce any unnecessary travel on coaches, buses or public</li> </ul>	Y	Pupils transported in taxis organised so they are dropped off, picked up and transported daily in bubbles.	

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	<p>transport where possible.</p> <p>Consider staggered start times to enable more public transport journeys to take place outside of peak hours.</p> <p>Discussions are had with parents around their possible use of their own vehicle to transport their child.</p> <ul style="list-style-type: none"> <li>• 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"> <li>○ Where possible transport bubbles reflect the bubbles that are adopted with school.</li> <li>○ Hand sanitiser is used upon boarding and/or disembarking.</li> <li>○ Additional cleaning of vehicles is undertaken.</li> <li>○ Organised queuing and boarding is in place where possible.</li> <li>○ Distancing within vehicles is in place wherever possible.</li> <li>○ 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.</li> <li>○ Identify where it might be necessary to provide additional dedicated school transport services.</li> </ul> </li> <li>• Families using public transport are referred to the safer travel guidance for passengers: <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a></li> </ul>	<p></p> <p><b>Y</b></p> <p><b>Y</b></p>	<p></p> <p>Drop off-supervised by staff duty rotas. Pupils remain in taxis until the signal is given by duty staff for the start of the day. End of the day pick up-staff in bubbles escort pupils to taxis and supervise by bubble following one-way system until transport has departed the site.</p> <p>Attendance and Community Officer currently transporting one pupil to and from school-pupil and staff member encouraged to wear face coverings.</p> <p>Family follow guidance issued.</p>	
Organising the school day	<ul style="list-style-type: none"> <li>• Drop-off and collection times are staggered but these should not reduce the amount of overall teaching time. Specific arrangements are determined where parents/carers have children in different year groups.</li> </ul>	<b>Y</b>	<p>Pupils transported in taxis organised so they are dropped off, picked up and transported daily in bubbles.</p> <p>Drop off-supervised by staff duty rotas. Pupils remain in taxis until the signal is given by duty staff for the start of the day. End of the day pick up-staff in bubbles escort pupils to taxis and supervise by bubble following one-way</p>	L

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			system until transport has departed the site.  Daily briefings in bubbles and via Microsoft Teams After school staff meetings through Microsoft Teams where appropriate.	
	<ul style="list-style-type: none"> <li>Parents/carers' drop-off and pick-up protocols that minimise adult to adult contact are in place. Parents/carers are instructed not to congregate in groups on, or directly outside the school premises.</li> </ul>	Y	Only a very small number of parents/carers drop off their child.	
	<ul style="list-style-type: none"> <li>Break times including lunch are staggered so that all pupils are not moving around the school at the same time.</li> </ul>	Y	Breaks in zones in the school. Pupils remain in bubbles. One-way system remains in place to avoid congregation on corridors. Lunchtimes staggered by Key Stage and lunch served and eaten in bubbles.	
Foyer / Reception	<ul style="list-style-type: none"> <li>Consider marking the ground directly outside the front entrance with tape or temporary paint at 2 metre intervals and display instructional signage.</li> </ul>	Y	In place.	
	<ul style="list-style-type: none"> <li>Consider marking the floor of the foyer with tape at 2 metre intervals, and in doing so identify how many individuals (or pairs of individuals from the same household) can safely be present in the foyer at any one time. Instructional signage is displayed. Office staff to only allow this identified number into the foyer in at any one time – the front entrance door will need to be on the door entry control system if installed.</li> </ul>	Y	In place.	L
	<ul style="list-style-type: none"> <li>Existing reception screens are kept in the closed position wherever possible. Floor markings are installed if screens are not in place and there is no other barrier preventing the visitor approaching 2 metres from the receptionist. (Note that 1 metre distance is acceptable where screens are fitted)</li> </ul>	Y	In place.	
Office ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>Consider splitting administration staff with staff working from home on alternate days. For larger teams fixing these splits (cohorting),</li> </ul>	Y	Admin team is small and numbers of staff within the office is capped to 3.	

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>so that where contact is unavoidable, this happens between the same individuals.</p> <ul style="list-style-type: none"> <li>The office layout has been examined such that workstations that are usable at the same time (i.e. 2 metres apart) have been identified.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>Further increasing the frequency of hand washing and surface cleaning.</li> <li>Keeping the activity time involved as short as possible.</li> <li>Using screens or barriers to separate people from each other.</li> <li>Using back-to-back or side-to-side working (rather than face to-face).</li> </ul> <ul style="list-style-type: none"> <li>Hot desks are avoided where possible. Where not possible, workstations are cleaned in between use.</li> </ul>	<p>Y</p> <p>Y</p>	<p>Work stations are socially distanced-only 2 staff working in the office at any one time.</p> <p>Only 1 staff member to enter office at any time. Signage remains in place.</p> <p>Spaces cleaned daily.</p>	
Meeting rooms	<ul style="list-style-type: none"> <li>Remote working tools (Teams, Zoom, Meet) are used to avoid in-person meetings where possible.</li> <li>Only absolutely necessary participants physically attend meetings and they maintain social distancing guidelines (2m, or 1m with risk mitigation where 2m is not viable).</li> <li>Pens, documents and other objects are not shared.</li> <li>Hand sanitiser is provided in meeting rooms.</li> <li>Meetings are held outdoors or in well-ventilated rooms whenever possible.</li> <li>For areas where regular meetings take place, floor signage is used to help people maintain social distancing.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>In Place.</p> <p>In Place.</p> <p>Pupils and staff have own equipment.</p> <p>In Place.</p> <p>In place as appropriate.</p> <p>Furniture socially distanced for interviews and meetings for example.</p>	<p>L</p>
Staff room	<ul style="list-style-type: none"> <li>Use of staff rooms should be minimised, although staff must still</li> </ul>	<p>Y</p>	<p>5 staff to enter the staff room at any one time. Furniture 1m+ distance. Poster on door as a</p>	<p>L</p>

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	<p>have a break of a reasonable length during the day.</p> <p>Staff can continue to use the staff room if they apply social distancing measures:</p> <ul style="list-style-type: none"> <li>○ Identify seating that can be used 2 metres apart. Back to back seating is preferred. Tape off other seating.</li> <li>○ Stagger staff breaktimes</li> <li>○ Instruct staff not to congregate at the kitchen area.</li> </ul>		reminder of rules.	
	<ul style="list-style-type: none"> <li>● Notices promoting hand hygiene and social distancing are visibly placed in the staff room.</li> </ul>	Y	Posters in place.	
Corridors	<ul style="list-style-type: none"> <li>● 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.</li> </ul>	Y	Pupils in bubbles. Limited staff movement between bubbles.	
	<ul style="list-style-type: none"> <li>● Consider one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors.</li> </ul>	Y	Pupils in bubbles. Limited staff movement between bubbles.	L
Classrooms and pupil groups	<ul style="list-style-type: none"> <li>● Small adaptations are made to the classroom to support distancing where possible. This include:                             <ul style="list-style-type: none"> <li>○ seating pupils side by side and facing forwards, rather than face to face or side on.</li> <li>○ moving unnecessary furniture out of classrooms to make more space if necessary.</li> </ul> </li> </ul>	Y	Small year-group-sized bubbles across the school?. All classes can accommodate all pupils in each class with 1 metre + distancing	
	<ul style="list-style-type: none"> <li>● 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.</li> </ul>	Y	Bubbles are in Key Stages. As bubbles increase in size, staff remind staff and staff remind pupils of the system of controls. Staff reminders in briefings.	L

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	<ul style="list-style-type: none"> <li>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.</li> </ul> <p>However, this is not always possible, particularly when working with pupils with complex needs, or those who need close contact care. It is recognised that pupils with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group. Pupils that are able should be encouraged to keep their distance within groups.</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>	<p><b>Y</b></p>	<ul style="list-style-type: none"> <li>Small year-group-sized bubbles across the school”. All classes can accommodate all pupils in each class with 1 metre + distancing</li> <li>Maintain limited staff movement-only specialist staff move classrooms.</li> <li>Classrooms have forward facing desks</li> <li>Staff needing to move between classes and year groups advised to keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.”</li> <li>Our pupil numbers comply with guidance on bubbles under 1m+ social distancing</li> <li>Bubble groups to be kept apart from other groups “where possible.”</li> <li>Pupils be supported to maintain distance and not touch staff and their peers where possible.</li> <li>Each bubble to be kept apart where possible and movement around the school site to be kept to a minimum.</li> <li>Teachers and other members of staff who operate across different classes and year groups in order to facilitate the delivery of the school timetable to maintain 2 metres distance from other adults and as much distance from pupils as possible. Staff to stay at the front of the class, and away from their colleagues where possible.</li> <li>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools.</li> </ul>	

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	<ul style="list-style-type: none"> <li>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.</li> <li>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).</li> <li>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.</li> <li>The bubble groups (pupils) do not mix with other bubble groups throughout the school day where possible. Wider groups are allowed for specialist teaching where necessary.</li> <li>Classrooms are accessed directly from outside where possible.</li> <li>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.</li> <li>Pupils who routinely attend more than one setting on a part time basis have been identified and additional measures put in place as necessary.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>Aim is to keep to a bubble of supply staff if possible.</li> </ul> <p>See guidance on page 9 of this risk assessment for 'Persons becoming symptomatic whilst in school.'</p> <p>Bubbles in Key Stages. Specialist rooms are used but zoned and cleaned in between bubble usage.</p> <p>The layout of the building supports this-separate buildings for each Key Stage bubble.</p> <p>Limited classroom movement. Frequent cleaning throughout the day.</p> <p>Not applicable.</p>	
Lunchtime arrangements	<ul style="list-style-type: none"> <li>A range of measures are considered and implemented to reduce the risk of transmission and contamination:                             <ul style="list-style-type: none"> <li>Lunches are served and eaten within the bubble classroom</li> <li>Several lunch sittings are organised.</li> </ul> </li> </ul>	<p>Y</p>	<p>Zone breaks and continue staggered lunches by key stage &amp; year group bubbles within.</p> <p>Pupils eat in classroom year group/Key Stage bubbles.</p>	<p>L</p>

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	<ul style="list-style-type: none"> <li>○ The hall is zoned such that two or more groups may use it at the same time, with timings staggered so that different bubbles are not queuing whilst waiting to be served at the same time. Separate waste stations are provided. Social distancing between bubbles can be encouraged with the following measures: folding hall partition dividers, freestanding screens or floor markings. The ability of pupils to follow the social distancing rules has been taken into account within these measures.</li> <li>○ Midday Supervisors are allocated to the lowest number of consistent bubble groups.</li> <li>○ Suitable cleaning for infection control purposes is undertaken between any bubble groups usage of a space (mandatory).</li> </ul>			
Curriculum: KS 1 and KS2 Science and D&T	<ul style="list-style-type: none"> <li>● CLEAPSS guides are followed as necessary:                             <ul style="list-style-type: none"> <li>○ <a href="#">P110 Practical activities in a bubble</a></li> <li>○ <a href="#">P104 Managing hands-on activities in schools in locally locked down areas</a></li> <li>○ <a href="#">P112 Practical activities for children in locally locked down areas.</a></li> </ul> </li> </ul>	Y	All of the curriculum is taught in the KS2 bubble.	L
Curriculum: KS3 and KS4 Science	<ul style="list-style-type: none"> <li>● CLEAPSS guides are followed as necessary:                             <ul style="list-style-type: none"> <li>○ <a href="#">GL343 - Guide to doing practical work during the COVID-19 pandemic - Science - Version 2.04 - 20/08/20</a></li> <li>○ <a href="#">GL336 - Advice for schools with only key worker pupils on site</a></li> <li>○ <a href="#">GL338 - Practical activities for pupils attending school during extended periods of closure</a></li> <li>○ <a href="#">GL339 - Practical activities for pupils at home during extended periods of school closure</a></li> <li>○ <a href="#">GL345 - Guidance for science departments returning to school after an extended period of closure</a></li> <li>○ <a href="#">GL352 - Guidance for practical work in non-lab environments</a></li> <li>○ <a href="#">GL353 - Guidance for schools where pupils spend all day in a lab</a></li> </ul> </li> </ul>	Y	Guidance followed	L
Curriculum: KS3 and KS4 D&T, food & art	<ul style="list-style-type: none"> <li>● CLEAPSS guides are followed as necessary:                             <ul style="list-style-type: none"> <li>○ <a href="#">GL344 Guide to doing practical work during the COVID-19 Pandemic; D&amp;T, food &amp; art, version 2.2, 24/08/20</a></li> </ul> </li> </ul>	Y	Guidance disseminated to staff as appropriate	L

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	<ul style="list-style-type: none"> <li>○ <a href="#">GL354 Managing Practical Work in non-specialist rooms</a></li> <li>○ <a href="#">GL348 practical DT activities for pupils at home</a></li> <li>○ <a href="#">GL347 returning to school after an extended period of closure</a></li> <li>○ <a href="#">GL355 Using workshops, food rooms and art studios for alternative activities</a></li> <li>○ <a href="#">GL356 Guidance for spending all day in a practical room</a></li> <li>○ <a href="#">GL360 Advice for schools with small numbers of pupils on site</a></li> </ul>			
Curriculum: School Sport	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Contact sports are avoided. The school only provides team sports on the list available at <a href="#">return to recreational team sport framework</a>. 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.</li> <li>● Distancing is maximised between pupils as much as possible during all activities.</li> <li>● Pupils are kept within their bubble groups. Multiple bubble groups may use outdoor space at the same time providing they is a significant distance from each other at all times and equipment is not shared.</li> <li>● Scrupulous attention is paid towards cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. Sports equipment thoroughly cleaned (or kept in quarantine for 72 hours) between each use by different individual groups.</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>In place throughout school continued opening since Covid guidelines introduced.</p> <p>PE lessons to make full use of outdoor spaces to limit virus transmission and more easily allow distance between people. Team sports can continue where necessary for educational purposes. Cleaning of hands before and after PE lessons by staff and pupils.</p> <p>Sports curriculum tailored to suit distancing measures.</p> <p>Sports in bubbles only.</p> <p>Cleaning of sports equipment daily.</p>	<p>L</p>

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<p>Curriculum: Music, dance and drama in school</p> <p><a href="#">PHE Safer Singing Reference</a></p>	<ul style="list-style-type: none"> <li>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.</li> </ul>	N/A	Not currently a curriculum offer	L
	<ul style="list-style-type: none"> <li>Singing, wind and brass playing do not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained.</li> <li>In smaller groups strict social distancing is observed.</li> </ul>	N/A	Not currently a curriculum offer	
	<ul style="list-style-type: none"> <li>Particular care is taken in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.</li> </ul>	N/A	Not on the curriculum	
	<ul style="list-style-type: none"> <li>Any background or accompanying music is kept to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, microphones are used to reduce the need for shouting or prolonged periods of loud speaking or singing.</li> </ul>	N/A	Not on the curriculum.	
	<ul style="list-style-type: none"> <li>Playing instruments and singing in groups take place outdoors wherever possible.</li> <li>If indoors, a room is used with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation.</li> </ul>	N/A	Not on the curriculum.	
	<ul style="list-style-type: none"> <li>Shared equipment is avoided wherever possible. Name labels on equipment have been considered to help identify the designated user. Handling of music scores, parts and scripts is limited to the individual using them.</li> <li>If instruments and equipment have to be shared, they are disinfected regularly.</li> <li>Increased handwashing is undertaken before and after handling</li> </ul>	N/A	Not on the curriculum.	

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	equipment, especially if being used by more than one person.			
	<ul style="list-style-type: none"> <li>The number of suppliers when hiring instruments and equipment is limited. Hired equipment, tools or other equipment is cleaned on arrival and before first use.</li> </ul>	<b>N/A</b>	Equipment not hired at present in relation to curriculum-e.g. music	
School hall	<ul style="list-style-type: none"> <li>Large gatherings such as assemblies or collective worship with more than one bubble group are avoided.</li> </ul>	<b>Y</b>	Assemblies will be re-introduced but as Key Stage Bubble assemblies	L
	<ul style="list-style-type: none"> <li>Halls, dining areas and internal and external sports facilities for exercise may be used by single bubble groups with adequate cleaning between the groups.</li> </ul>	<b>Y</b>	Designated spaces in bubbles.	
Pupil toilets	<ul style="list-style-type: none"> <li>Wherever possible, individual groups of pupils (the bubble) are allocated their own toilets. This ideally would be their own toilet block. Alternatively, a set of cubicles and sinks could be divided into two where two classrooms share a single block and signage displayed (consider maturity of pupils in following these rules). However, different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</li> </ul>	<b>Y</b>	Toilets in every classroom in new build-one in one out. Toilets in old building-signage-one in one out.	L
Playground and school field	<ul style="list-style-type: none"> <li>The school makes use of outdoor spaces to support delivery of the curriculum – outdoor education can limit transmission and more easily allow for distance between pupils and staff.</li> </ul>	<b>Y</b>	Zoned Key Stage Year group bubbles.	L
	<ul style="list-style-type: none"> <li>The use of play equipment is examined, ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously.</li> </ul>	<b>Y</b>	Checked daily by site team.	
	<ul style="list-style-type: none"> <li>Pupils playing outside are encouraged to undertake non-touch activities wherever possible. Groups of pupils do not mix.</li> </ul>	<b>Y</b>	Pupil play time/breaks in bubbles.	
Lack of air changes / ventilation	<ul style="list-style-type: none"> <li>Mechanical ventilation systems have been adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be</li> </ul>	<b>Y</b>	Information shared with site team. Windows to be opened as necessary.  Windows are opened each morning by staff where possible to allow natural ventilation.	L

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	<p>operated as normal as long as they are within a single room and supplemented by an outdoor air supply). Further advice available <a href="#">here</a> (HSE) and <a href="#">here</a> (CIBSE).</p>		<p>Internal classroom doors are opened where possible to allow natural ventilation.</p> <p>Site team aware to open spaces unoccupied where possible and in mornings on opening up site.</p>	
	<ul style="list-style-type: none"> <li>• Natural ventilation is used to help reduce the risk of spreading coronavirus:                             <ul style="list-style-type: none"> <li>○ <b>Opening windows</b> (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space).</li> <li>○ <b>Opening internal doors</b> (note that this also has the benefit of reducing touch points).</li> <li>○ <b>Opening external doors</b> where there are no security concerns and where it doesn't create uncomfortable drafts.</li> </ul> </li> </ul>	<b>Y</b>	<p>Information shared with site team. Windows to be opened as necessary.</p> <p>Windows are opened each morning by staff where possible to allow natural ventilation.</p> <p>Internal classroom doors are opened where possible to allow natural ventilation.</p>	
	<ul style="list-style-type: none"> <li>• To balance the need for increased ventilation while <b>maintaining a comfortable temperature</b>, the following measures should also be used as appropriate:                             <ul style="list-style-type: none"> <li>○ <b>Opening high level windows</b> in preference to low level to reduce draughts</li> <li>○ <b>Increasing the ventilation while spaces are unoccupied</b> (e.g. before and after classes, during break and lunch)</li> <li>○ Providing flexibility to <b>allow additional, suitable indoor clothing</b>.</li> <li>○ <b>Rearranging furniture</b> where possible to avoid direct drafts.</li> </ul> </li> </ul>	<b>Y</b>	<p>Information shared with site team.</p>	
	<ul style="list-style-type: none"> <li>• Heating is used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> </ul>	<b>Y</b>	<p>Comfort levels are monitored</p>	

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Breakfast and After School Clubs ( <a href="#">Reference</a> )	<p><b>From 8<sup>th</sup> – 29<sup>th</sup> March:</b></p> <ul style="list-style-type: none"> <li>• 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"> <li>○ vulnerable children and young people</li> <li>○ other children, where the provision is:                                     <ul style="list-style-type: none"> <li>– reasonably necessary to enable their parents and carers to work, search for work, undertake education or training <b>or</b></li> <li>– so that they attend a medical appointment or address a medical need, or attend a support group.</li> </ul> </li> </ul> </li> </ul>	N/A	Currently not in place as do not provide at present.	
	<p><b>From 29<sup>th</sup> March:</b></p> <ul style="list-style-type: none"> <li>• <b>Outdoor provision</b> is made available to all children, without restrictions on the purpose for which they may attend.</li> <li>• <b>Indoor provision</b> is made available to:                             <ul style="list-style-type: none"> <li>○ vulnerable children and young people</li> <li>○ children on free school meals, where they are attending as part of the DfE’s holiday activities and food programme</li> <li>○ other children, where the provision is:                                     <ul style="list-style-type: none"> <li>– 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.</li> </ul> </li> </ul> </li> </ul>	N/A	Currently not in place as do not provide at present.	L
	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Decisions on group sizes in the setting are based on:</p> <ul style="list-style-type: none"> <li>○ the current government guidance on social distancing</li> <li>○ the ability of the children in attendance to maintain social distancing and practise hand hygiene</li> <li>○ the age of the children in attendance</li> </ul>	N/A	Currently not in place as do not provide at present.	

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	<ul style="list-style-type: none"> <li>○ nature of your activity or provision (for example, static, classroom set-up rather than an activity that requires a range of movement)</li> <li>○ the size or layout of your premises</li> <li>○ the ability to ventilate your premises effectively with fresh air</li> </ul> <ul style="list-style-type: none"> <li>● 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"> <li>○ 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.</li> <li>○ encouraged to check providers have put in place their own protective measures</li> <li>○ sent the link to the <a href="#">guidance for parents and carers</a></li> </ul> </li> <li>● Risk assessments / covid-safe procedures are requested from external bodies or organisations such as external coaches or after-school or holiday clubs. In doing so, the schools should ensure that they complement the school's risk assessment measures and they have had due regard to any other <a href="#">relevant government guidance</a>.</li> </ul>	<p></p> <p><b>Y</b></p> <p><b>Y</b></p>	<p></p> <p>Advice given to parents/carers through school comms</p> <p>Premises are not being let out to clubs at present, however, in the event that community organisations would like to use outdoor facilities, a risk assessment is requested.</p>	
<b>Operational issues</b>				
Availability of staff	<ul style="list-style-type: none"> <li>● Trained staff are available to support pupil personal needs e.g.                             <ul style="list-style-type: none"> <li>○ lifting, use of hoists</li> <li>○ intimate care</li> <li>○ managing medical needs including medicines</li> </ul> </li> <li>● 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.</li> <li>● Sufficient Physical Intervention trained staff are on site (see "other issues" below)</li> <li>● Contingency plans have been explored in the event that key members of staff are unavailable to work e.g. they are self-isolating.</li> </ul>	<p><b>Y</b></p> <p><b>Y</b></p> <p><b>Y</b></p> <p><b>Y</b></p>	<p>First aid administering of medication-two staff trained in each bubble so one administrator on site at any given time. See Administering Medication Policy</p> <p>School absence procedures follow Trust Policy.</p> <p>Staff are Team Teach trained and in date. 2 staff require training.</p> <p>The school has remained constantly open during the pandemic and all procedures for responding to absences are applied. The</p>	<p></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
			Remote Learning Policy is in place.	
Supervision	<ul style="list-style-type: none"> <li>Supervision ratios are met (for identified individual pupils)</li> </ul>	Y	In class, x2 staff to less than 10 pupils	L
First Aid	<ul style="list-style-type: none"> <li>Adequate number of first aiders (FAW / EFAW) are on site.</li> </ul>	Y	Lead and deputy first aiders in each Key Stage.	L
Catering	<ul style="list-style-type: none"> <li>Assurance has been obtained that the school's catering provider complies with the <a href="#">guidance for food businesses on coronavirus</a>.</li> </ul>	Y	Quality assurance catering services-procedure	L
<b>Site Health and Safety Concerns (General)</b>				
Legionella	<ul style="list-style-type: none"> <li>Rarely used outlets have been identified taking into account current usage of taps.</li> </ul>	Y	The building has not been closed and has been open throughout the pandemic. Routine checks have taken place.	L
Fire Procedures	<ul style="list-style-type: none"> <li>Fire drills are undertaken as normal.</li> </ul>	Y	Fire drills are undertaken termly and after each reopening. A drill took place on Friday 26 <sup>th</sup> February 2021	L
	<ul style="list-style-type: none"> <li>No changes are required to the fire evacuation procedures apart from the assembly point is organised with 2 metre social distancing between the bubble groups. (Social distancing is not <i>required</i> between anyone during the evacuation and between members of the same bubble group at the assembly point).</li> </ul>	Y	Normal procedures are in place.	
<b>Personal Health and Safety Concerns (General)</b>				
Pupil Behaviour ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>The school behaviour policy has been updated to reflect 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).</li> </ul>	Y	Behaviour Policy and Positive Physical Intervention Policies in place. Team Teach Refresher training will re-commence.	L

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Pupils ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	Risk assessments are ongoing as they have throughout the pandemic.	
	<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	KS4 EHC reviews and KS2 EHC reviews have been completed and KS3 EHC reviews will be completed by 1 <sup>st</sup> April	Y
	<ul style="list-style-type: none"> <li>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"> <li>restricted to one user</li> <li>left unused for a period of 48 hours (72 hours for plastics) between use by different individuals</li> </ul> </li> </ul>	N/A	No therapy equipment on site	
Staff welfare and staff redeployment	<ul style="list-style-type: none"> <li>Governing boards and school leaders have regard to staff (including the Head Teacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</li> </ul>	Y	Staff have PPA time. Daily briefings in bubbles and via Microsoft Teams After school staff meetings and Trust Network meetings through Microsoft Teams where appropriate. Reflection of the Week meetings on Fridays voluntary for staff to share positive experiences from the week.	L
	<ul style="list-style-type: none"> <li>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</li> </ul>		This has been ongoing through whole school and Phase Leader meetings. Staff voluntary reflection of the week meetings taking place.	L

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	<p>health categories, in BAME groups or families that have been personally affected.</p> <p>The school has discussed their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school.</p> <ul style="list-style-type: none"> <li>Wellbeing support for all staff is in place and also for those that require additional support (ref: HR Trauma process and Bereavement Policy).</li> <li>Telephone counselling services are available.</li> <li>Appropriate support and contact is provided to staff who are home working, particularly for extended periods of time. <a href="https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips/">https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips/</a></li> <li>Teaching assistants may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher.</li> <li>Managers have discussed and agreed any changes to staff roles with individuals. Planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE's <a href="#">workload reduction toolkit</a>. DfE has also published a range of resources, including <a href="#">case studies to support remote education</a> and help address staff workload, this includes case studies on managing wellbeing. Where staff have been temporarily redeployed to different roles, they have the appropriate skills, expertise and experience to carry out the work.</li> </ul>	<p></p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Head of School has held meetings with staff anxious about wider re-opening and will continue to be available.</p> <p>In place-Health Assured is available.</p> <p>As above</p> <p>Contact is maintained via SLT members and colleagues on an individual basis.</p> <p>Academy will maintain necessary supervision accordingly.</p> <p>In place</p>	<p></p>
<p>Pupil welfare and mental health support (<a href="#">Reference</a>)</p>	<ul style="list-style-type: none"> <li>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:</li> </ul>	<p>Y</p>	<p>Whole School letter to parents/carers sent week commencing 1<sup>st</sup> March. Attendance Letter to be issued to all parents/carers by Attendance Officer</p>	<p>L</p>

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	<ul style="list-style-type: none"> <li>○ have themselves been shielding previously but have been advised they no longer need to shield</li> <li>○ live in a household where someone is clinically vulnerable (CV) or CEV</li> <li>○ are concerned about the possible increased risks from coronavirus</li> <li>● 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"> <li>○ disadvantaged and vulnerable children</li> <li>○ pupils who were persistently absent prior to the pandemic</li> <li>○ pupils who have not engaged with school regularly during the pandemic</li> </ul> </li> </ul> <p>Ref: <a href="#">Wellbeing for Education Return</a> programme</p> <ul style="list-style-type: none"> <li>● The school considers pastoral and extra-curricular activities to:                             <ul style="list-style-type: none"> <li>○ support the rebuilding of friendships and social engagement</li> <li>○ address and equip pupils to respond to issues linked to coronavirus</li> <li>○ support pupils with approaches to improving their physical and mental wellbeing</li> </ul> </li> <li>● Pastoral support is offered to pupils who are:                             <ul style="list-style-type: none"> <li>○ self-isolating</li> <li>○ shielding</li> <li>○ vulnerable</li> </ul> </li> </ul>		<p>Behaviour Therapist has been working with a cohort of anxious pupils and their parents/carers throughout lockdown 3. School Counsellor has been working remotely and will return to site week commencing 8<sup>th</sup> March.</p>	
	<ul style="list-style-type: none"> <li>● The school considers pastoral and extra-curricular activities to:                             <ul style="list-style-type: none"> <li>○ support the rebuilding of friendships and social engagement</li> <li>○ address and equip pupils to respond to issues linked to coronavirus</li> <li>○ support pupils with approaches to improving their physical and mental wellbeing</li> </ul> </li> <li>● Pastoral support is offered to pupils who are:                             <ul style="list-style-type: none"> <li>○ self-isolating</li> <li>○ shielding</li> <li>○ vulnerable</li> </ul> </li> </ul>	Y	<p>The Academy will deliver a broad and balanced curriculum. Each bubble will deliver a teambuilding activity day/afternoon to:</p> <p>Current safe and well check procedures are in place for pupils not attending school. This includes a graduated response including home visits by the Attendance Officer.</p>	
	<ul style="list-style-type: none"> <li>● The pandemic may lead to some pupils experiencing bullying, discrimination or harassment, for example due to their ethnicity or nationality, or perceived illness.</li> </ul> <p>This is monitored and appropriate proactive and reactive measures taken.</p>	Y	<p>In accordance with Academy Behaviour Policy.</p>	

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<b>Other Issues</b>				
Remote Education	<ul style="list-style-type: none"> <li>Remote education plans are in place for individuals or groups of self-isolating pupils or because they are complying with clinical or public health advice. 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"> <li>Key Stage 1: 3 hours a day on average across the cohort, with less for younger children</li> <li>Key Stage 2: 4 hours a day</li> <li>Key Stage 3/4: 5 hours a day</li> </ul> </li> </ul>	Y	Remote Learning Policy in place and in action.	L
	<ul style="list-style-type: none"> <li>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</li> </ul> <p>A named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education is appointed.</p>		The Head of School oversees remote learning. A steering group is in place which includes the Trust CPD lead and Key Stage Phase Leaders.	L
Training certificates that have expired during the partial closure.	<ul style="list-style-type: none"> <li>Expired group and individual training certificates have been identified. Some training may be available via virtual learning (Teams, Zoom, Meet) Some refresher requalification training may be available via eLearning.</li> <li>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</li> </ul>	Y	An audit of staff training records has taken place. Expired training has been identified and booked and trainer records updated.	L
		Y	Staff training expires in June 2021 and will be re-booked.	

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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"> <li>For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.</li> </ul>	Y	DSL Team training is in date. Training is booked for staff refresher training.	
Incident Reporting	<ul style="list-style-type: none"> <li>A case of disease is recorded via the school's incident reporting system and to the HSE (via RIDDOR) where a confirmed diagnosis of COVID-19 is likely to have been caused by an occupational exposure, that is, whether or not there is reasonable evidence that a work-related exposure is the likely cause of the disease. <a href="https://notifications.hse.gov.uk/riddorforms/Disease">https://notifications.hse.gov.uk/riddorforms/Disease</a> (Contact your Safety Adviser for advice)</li> </ul>	Y	This procedure has been circulated to all Heads in RLT.	L
Safeguarding	<ul style="list-style-type: none"> <li>DSL or a deputy always available during school hours for staff. (Note the potential for school leaders to self-isolate)</li> </ul>	Y	Yes-5 DSLs trained in school. Minimum X1 on site each day.	L
	<ul style="list-style-type: none"> <li>DSLs (and deputies) are provided with more time to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.</li> </ul>	Y	Weekly face to face safeguarding meetings continue as throughout COVID 19.	
	<ul style="list-style-type: none"> <li>If a vulnerable pupil is required to self-isolate, the school:                             <ul style="list-style-type: none"> <li>notifies their social worker (if they have one)</li> <li>agrees with the social worker the best way to maintain contact and offer support</li> <li>checks if a vulnerable pupil is able to access remote education support</li> <li>supports them to access it (as far as possible)</li> <li>regularly checks if they are accessing remote education</li> </ul> </li> </ul>	Y	Remote Learning Policy in place. Safe and well check procedure in place.	
School Meals	<ul style="list-style-type: none"> <li>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.</li> </ul>	Y	NCC has been contacted by the Trust Operations Manager for further update. Awaiting response from NCC.	L

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Reviews	<ul style="list-style-type: none"> <li>Regular reviews are undertaken on the effectiveness of the control measures and plans and changes are made accordingly. The school follows any forthcoming instructions from the employer, government advice, and national or local directions from Public Health England.</li> </ul>	Y	Meetings in place attended by RLT Operations manager and Academy Principal and/or Head of School.	L
	<ul style="list-style-type: none"> <li>Updates are highlighted on the risk assessment and shared with staff.</li> </ul>	Y	Yes.	

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

<b>Reference Websites:</b>		
<ul style="list-style-type: none"> <li><a href="http://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings">www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings</a></li> <li><a href="http://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak">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</a></li> </ul>		
<b>ASSESSED BY (Print name)</b> L.Morgan	<b>SIGNED</b> L.Morgan	<b>DATE</b> 5.3.21