

RISK ASSESSMENT

Educational Setting	Ely St John's Primary School
Activity / Task	COVID-19 Risk Management Assessment (Educational Settings) (accompanying detailed lunch timetables and break timetables and curriculum provision (which includes thoughts for COVID safety and how to manage the recovery phase regarding curriculum offered)
Completed by & Date	Updated 3.1.21 in light of new term; tier 4; new variant Agreed by LA 14.1.21
Essential measures DfE guidance 2.7.20	<p>Essential measures include:</p> <ul style="list-style-type: none"> • a requirement that people who are ill stay at home • robust hand and respiratory hygiene • enhanced cleaning arrangements • active engagement with NHS Test and Trace • formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable <p>How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:</p> <ul style="list-style-type: none"> • grouping children together • avoiding contact between groups • arranging classrooms for maximum safety and space • staff maintaining distance from pupils and other staff as much as possible <p>The school is following the DfE guidance updated 8th January 2021 for ensuring critical workers and vulnerable children to attend but are also asking parents to consider keeping their children at home if they can. To fully consider the safety of both pupils and staff we aim to ensure no more than 50% of a class are in school and will begin to prioritise where necessary.</p>

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What are the hazards?	Who might be harmed and how?	Requirements Words often directly cited from guidance	Meeting the requirements – what are our concerns?	What further action are we planning to meet the requirements and address our concerns (see attached plan for details of timetabling etc)	Action by whom?	Action by when?	Done
Access/Egress of school building	Children or staff / parents contracting COVID-19, by failure to socially distance effectively	<p>Keeping movement around the site to a minimum</p> <p>Keeping groups apart as much as possible</p> <p>Avoiding face to face</p> <p>primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteacher will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.</p>	<p>Entry and exit to school and the business of drop off and pick up times</p> <p>Avoiding parents waiting in playground in large groups</p> <p>Safe movement around school</p>	<p>Site map provided to staff and parents with entry and exit points marked and one way walking areas / waiting areas and walking corridors.</p> <p>Parents to wear face masks on site at end of day and if meeting staff. Senior staff to wear face mask at start of day to greet if outside on gates. Parents not to enter cloakrooms and to stay beyond the 2 metre lines outside doors.</p> <p>Doors pinned back for entry to avoid touching door handles until 8.55. Staff main entrance open until 8.35am.</p> <p>Children and staff to wash hands or sanitise on entry to school.</p> <p>Drop off mornings: Specified gates for entry and exit 8.35am to 8.55am (20 min window)</p> <p>Children straight in to outside doors of classrooms – no waiting outside in the mornings</p> <p>No parent parking on site</p> <p>Pick up afternoons 3pm EYFS/KS1 / 3.05pm KS2: Specified entry and exit gates to aid flow and one way system around the narrow corridor at the back right of the school</p> <p>Issue of collecting bikes at end of day – one way system from bike sheds to classrooms and at the end of the day special door to exit to collect bikes for children not being collected by a parent. For those parents collecting to pick up bike on way past to collect child.</p> <p>Parents to queue 1m apart outside the classroom right angles to the building and children to be handed out – 1 parent/carer only to collect</p> <p>To leave straight away after child delivered to parent – outside corridor in front on waiting areas for quick easy access</p>	<p>Signage for gates changed</p> <p>Admin</p> <p>Deputy to produce map of school of classrooms and points for parents to line up</p>	7.9.20	

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				<p>Inside: corridor to be two way but children expected not to roam around the school unless with adults – to keep to the left (more movement past children at workstations if having to go all way round.)</p> <p>Staff to enter and exit main entrance through car park</p> <p>Reception parents may need to come in when children first start but will need to socially distance from others; other parents we can either zoom meet or meet 2m apart in a separate room – no large scale meetings until further advice</p> <p>Uniform: normal school uniform applies in September; no PE kit brought in separately; advise trainers as footwear everyday; outdoor PE sessions will still take place and on a day when PE scheduled, they may come to school wearing trainers, tracksuit bottoms / PE shorts but normal top half of uniform.</p>			
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Social Distancing in school	Children or staff / parents contracting COVID-19, by failure to socially distance effectively	<p>formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible / minimise potential for contamination so far as is reasonably practicable</p> <p>Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider consistent groups for specialist teaching, Siblings may be in different groups.</p> <p>we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</p>	<p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals.</p> <p>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group.</p> <p>schools may need to change the emphasis on bubbles within their</p>	<p>Bubbles with in a wider bubble model:</p> <p>Each year group will be a bubble – required as year group bubbles because the year group will have to share toilet facilities and cloakrooms and intervention space</p> <p>There will also be the wider staffing groups (consistent groups) of generally up to two year groups to allow PPA teachers and TAs to work within a wider network of two year groups (no more than 120 children) while still enabling the reduction of transmission as much as possible:</p> <p>EYFS and Year 1 with teachers; TAs; PPA teachers; middays</p>	<p>Head to allocate staff to each of the wider consistent groups and within these the year group bubbles and classes</p> <p>Deputy to organise timetable for lunchtimes and break times and to assign middays to bubbles</p>	4.9.20	

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		<p>Schools can continue to engage supply teachers and other supply staff during this period. Supply can move between schools</p> <p>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those in their group. Maintaining distinct groups makes it quicker and easier in the event of a positive case to identify those who may need to self isolate and to keep that number as small as possible</p>	<p>system of controls and increase the size of these groups</p> <p>reducing the network of possible direct transmission</p> <p>avoiding large gatherings – no whole school assemblies etc</p> <p>avoiding supply staff as much as possible but not over using deputy for supply as this will reduce his work with curriculum and catch up programmes</p> <p>regular supply in wider groups where possible and not spread further across the school</p>	<p>Year 2 and 3 with teachers; TAs; PPA teachers; middays</p> <p>Year 4 and 5 with teachers; TAs; PPA teachers; middays</p> <p>Year 6 with teachers; TAs; PPA teachers; middays</p> <p>These wider consistent groups will also enable timetabling for breaktimes / lunchtimes / use of equipment / use of certain rooms on timetabled days/ lunchtimes / demarcated areas of playgrounds;</p> <p>Year group assemblies or class assemblies; head/deputy to zoom a whole school assembly weekly – minimum requirement to be a 5 minute time of reflection each day</p> <p>Head and deputy and three day appointed first aiders will move more widely across these groups.</p> <p>Supply teachers possible for staff absence where necessary but to minimise contact with other staff and put risk assessment in supply booklets for them to follow</p> <p>SLT when supporting with behaviour may need to enter bubbles but for observations and drop ins will aim to stand at the door and to socially distance</p> <p>Any other visitors will be socially distancing and where with children their meeting will be risk assessed (where, when, how)</p>	<p>Teachers and TAs to organise classrooms and workstations / intervention spaces</p> <p>Rooms labelled and timetables on doors</p>		
Social Distancing in school	Staff working 1:1 or with intervention groups	Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those in their group. Maintaining distinct groups makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and to keep that number as small as possible	Concern for those working 1:1 or with smaller intervention groups with regards covid safety	<p>1:1 children needing workstations outside classrooms will have defined spaces</p> <p>Use of moving up booklets to aid transition and social storied to help those needing help with changes to routines.</p>	Teachers and TAs to organise classrooms and workstations / intervention spaces	4.9.20 6.1.21	

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		Appropriate support for those with SEN and catch-up support / targeted interventions		<p>Staff wash hands before and after working with a pupil Staff to be offered plastic visors if working close to children e.g. 1;1; small groups;</p> <p>A space is identified for the intervention to take place, and set up with desks placed a suitable distance apart</p> <p>All equipment needed for the child is set up in the space before the start of the session / child can bring own pencil case</p> <p>Staff go to the child/ren's classroom, standing at the entrance to collect the pupil (not entering the classroom)</p> <p>The child/ren follows the staff member (at a distance) to the identified area and returns to class following the intervention in the same way</p> <p>The intervention is provided at a distance with the staff member atleast 1m away and side on not face to face unless standing 2m away</p> <p>After the child has returned to class, the member of staff cleans the desk area and washes/sprays any equipment that needs to be used by another pupil</p> <p>Wider consistent groups for TAS and teachers – thus only mixing with children from 2 year groups at the most</p> <p>KJ's old room – Year 6 + deputy head booster / catch up groups/ KJohnson interventions</p> <p>Multi suite – EYFS</p> <p>Year 1 / Mrs Snape– front nurture space (for WV and phonics interventions etc)</p> <p>Year 4 and 5 – library area</p> <p>Year 3 – Bamboo corner</p> <p>Year 2 – KS1 corridor group tables and just outside classroom</p> <p>Three different timed break times in the morning for different year group bubbles and allotted spaces to play in</p> <p>Intervention teachers will stay 2m distanced and wear a visor while teaching. We aim to keep intervention teachers within the wider consistent of two year groups.</p>			
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Social Distancing in school	Children or staff / parents contracting COVID-19, by failure to socially distance effectively	<p>Schools should make small adaptations to the classroom to support distancing where possible. That may include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</p> <p>How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:</p> <ul style="list-style-type: none"> grouping children together avoiding contact between groups arranging classrooms with forward facing desks staff maintaining distance from pupils and other staff as much as possible" <p>Class furniture will need to be moved or placed in a position to reduce pinch points, ensuring that free movement is possible. Consider the Manual Handling implications of this activity and how this will be achieved.</p> <p>Educational and care support should be provided as normal</p> <p>Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom</p>	<p>Meeting the social distancing measures:</p> <p>A move after autumn half term, following a review, to the following key principles:</p> <p>to create space to move around without getting close to anyone else</p> <p>to avoid movement around the classroom as much as possible</p> <p>to enable staff to distance in line with close and proximity contact rulings</p> <p>to ensure children stay in the same seat and do not sit in lots of places during the day</p> <p>– with yr 2 upwards to aim for pupils where possible not to be in close contact with lots of classmates in the classroom but just those sitting near them</p> <p>chairs on tables at end of day</p> <p>use of space overall to be considered to create the best social distancing possible</p> <p>rooms well ventilated (but not to the detriment of</p>	<p>the specifics of the classrooms suggest that it's very reasonable for decisions to be made that may possibly differ from class to class with regards desk configurations – so long as all the key principles are adhered to. Forward facing desks although <u>desirable</u> may not be the best configuration in some classes.</p> <p>Fine for staff to work 1:1 and small group work but aim to minimise time spent face to face within 1m</p> <p>When in larger groups to maintain distance from those not in smaller bubbles e.g. gas between classes and year groups in assemblies</p> <p>staff members to aim to teach from the front or to be at least 1m away and side on / behind not face to face unless standing 2m apart</p> <p>Staff strongly advised to wear a visor and or mask in classrooms if not at the front and unless actually teaching. Visors advised if speaking/direct teaching to ensure facial expressions clear.</p>	teachers	4.9.20 and daily	Teachers to change tables after half term if assessed as better / covid safe and in line with the key principles in the 4 th column

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		even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided.	<p>health / comfort to those next to windows on a cold day!!)</p> <p>staff to approach to support from behind a child or to sit distanced from groups they are supporting (or to wear visor) and to avoid close contact for too long.</p> <p>resources on tables for individuals where possible; own resources where possible and as little sharing as possible.</p>				
Social distancing and keeping bubbles apart	Staff and children contracting Covid if groups interact with other groups or use same areas of school / same resources	<p>Reviewing use of space beyond the classroom</p> <p>Equipment and resources are integral to education</p>	<p>Keeping the bubbles self contained and the rooms / resources</p> <p>Lack of toilets and cloakroom space</p>	<p>Year groups to share equipment if necessary e.g. EYFS outdoor classroom areas / multi suite for interventions</p> <p>Children to have own equipment in pencil cases where possible and leave it in school</p> <p>Classroom resources shared</p> <p>Resources shared across classes – signing in books so sprayed after if plastic and if date when used could be a gap of 48-72 hrs (72 for plastic) before used by another wider group unless cleaned e.g. sports, maths, art equipment</p> <p>Equipment outside for each wider group (EYFS?1; 2/3; 4/5; 6) to use exclusively. Rota system for outdoor big equipment – weekly rotation and wiped at end of a week.</p> <p>Limit equipment brought in to cloakrooms – book bags, pencil cases; reading book, homework. PE days – wear shorts or tracksuit bottoms for the day and always wear sensible shoes such as trainers for physical activity.</p> <p>Control entry and exit at start and end of day (morning slightly staggered as no waiting outside); and at break</p>	All staff to use allocated parts of the inset days to reorganise and sort rooms and resources	4.9.20	

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				<p>and lunchtimes. For breaks and lunches have an in and out door and cloakroom doors pinned back.</p> <p>PE kit – encourage wearing of uniform with trainers then no need to change especially for younger children ; older children to be allowed to wear PE kit on PE days if they prefer. No PE bags</p> <p>No big bags to be brought in – only book bags and packed lunch boxes / water bottles. No toys or other things from home. Pencil cases encouraged so pupils have personal equipment to use exclusively.</p>			
Lunchtime Catering facilities	Children and middays/TAs from higher risk if social distancing, cleaning and appropriate first aid not followed	<ul style="list-style-type: none"> Consideration should be made for food service and how this will be managed and how social distancing can be achieved in the school kitchen <p>primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.</p>	<p>Concern about number of children having hot dinners / packed lunches provided by the school and the space in the hall – getting the numbers through in groups</p> <p>Concern about need for a thorough clean between sittings</p> <p>Social distancing to be ensured in the kitchen and dining area and when queuing and serving food</p>	<p>Risk assessment by Lunchtime company to ensure social distancing in kitchen and when serving</p> <p>Tables well distanced and 6 to a table from the same year group bubble - cleaned before and after use (6 tables in gallery – 24 spaces; 18 tables in hall - bubble in each half)</p> <p>Sandwiches in bubble rooms for each wider group</p> <p>Children wash hands before eating</p> <p>Kitchen staff/middays in hall to wear plastic visors/face masks and aprons when serving or helping children with food</p> <p>Timetabling (see detailed timetable) to prevent as much as is reasonably possible, contact between year group bubbles and never more than two year groups in the hall at a time (at either ends / designated tables) All areas used for eating must be thoroughly cleaned at the end of each break, including chairs, door handles (time in timetable to allow this + additional staff): Hall Lunch period 1: EYFS/1 at either end of the ventilated hall</p> <p>Tables wiped and chairs before lunch period 2</p> <p>Hot dinners and packed lunch in hall</p>	<p>Cleaners to sort tape in hall for queuing and kitchen staff the daily spacing of tables</p> <p>Deputy to do rota for lunchtimes</p> <p>Middays to wipe tables and chairs between sittings</p> <p>Hall tables to be put out daily – 5 in gallery and 15 in hall</p>	Daily from 7.9.20	

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				<p>Hall Lunch period 2: 12.15-1.10 Yr 2/3 at either end of the ventilated hall</p> <p>Hot dinners and packed lunch in hall</p> <p>4,5,6 (yr 4/5 12.15 – 1.10) - hot dinners in gallery (three sittings); packed lunches in consistent group rooms (tables/chairs wiped between sittings)</p> <p>Lunch club provision for those 1:1 or in need of indoor provision to be organised in the consistent wider groups in allotted rooms with staff in these wider consistent groups</p> <p>Allocated spaces outside for different year group bubbles to play in at lunchtime and break times</p> <p>Limited choice menu</p> <p>Outside equipment allocated to each year group and cleaned weekly.</p>			
Behaviour	Lack of social distancing or following the rules for social distancing may lead to disease transmission to others in the school	<ul style="list-style-type: none"> Staff/Pupil behaviour and cooperation will be the key to implementing all of the controls. School will carry out inductions to inform staff and pupils of the changes. Encourage staff to cooperate with plans for test and trace. 	No concerns – just ensuring children understand why we are changing practices / socially distancing etc	<p>PHSE sessions on first day to discuss procedures / new behaviours and Covid safety reasons</p> <p>Clear information to parents and children</p> <p>Strict adherence in school</p> <p>Staff training on inset day to ensure clear and consistent messages to all pupils</p> <p>STEPS training and COVID related behaviours included in training</p> <p>Review the Behaviour Policy to take into account COVID-19, to include exclusion for pupils who deliberately put others at risk (e.g. coughing, or spitting at others) and pupils who will not (as opposed to cannot) comply with social distancing</p>	Inset day time to plan curriculum	20th/21 st July / 3 rd / 4 th sept	

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<p>Mental health impact – anxiety and attachment issues</p> <p>Loss of learning / curriculum</p> <p>c.g. subject specific separate plan for curriculum</p>	<p>Children: Social and emotional impact of keeping distance from friends and staff and the stringent and strange environment the children have been in</p> <p>The attachment from family they have been secure with and isolated with for so long; the loneliness of those without siblings</p>	<p>Planning a suitable curriculum that can be taught in such circumstances while following the safety issues</p> <p>Ensuring discussion about the equipment that can be used and wiped and what can be provided per pupil</p> <p>Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.</p> <p>Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <p>support the rebuilding of friendships and social engagement</p> <p>address and equip pupils to respond to issues linked to coronavirus (COVID-19)</p> <p>support pupils with approaches to improving their physical and mental wellbeing</p> <p>where a pupil is unable to attend school because they are complying with clinical and/or public health advice we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity.</p>	<p>The balance between mental health impact and re-socialisation / learning attitudes and the need to address bigger gaps in learning and catch-up + the pressure of national testing requirements</p> <p>This needs to be addressed gradually and in a measured way</p> <p>Concern for curriculum provision if 14 days isolation or shielding is required</p> <p>Concern for time for teachers to provide online work as well as full time teaching with only the usual PPA non-contact</p>	<p>Work on curriculums to address such issues:</p> <p>First few weeks the focus of curriculum to be on re-socialisation (the rebuilding of friendships and social engagement / codes of conduct); wellbeing both mental and physical; re-developing learning attitudes and resilience; transition; COVID safety; key skills; codes on conduct to include COVID safety aspects</p> <p>Catch up programme to be planned to manage gaps</p> <p>Key skills: e.g. EYFS – focus on prime areas of learning – communication and language, PSE, physical development; early reading and maths and phonics + extending vocabulary; KS1 and 2 – prioritise identification of gaps; phonics and reading; writing and maths while keeping the curriculum broad to seat those skills in meaningful learning contexts</p> <p>Half term point baseline standardised tests then provision adapted according to analysis (will not do earlier as re-integration and PSE/well-being important first and re-establishing work / learning ethics/code</p> <p>NB: more detail on curriculum in separate document</p> <p>Where a child's medical professional has advised continued shielding after 1st august or where a local rise in cases requires shielding or where a test and trace situation has resulted in 14 day isolation, the school will provide remote learning based on what is being taught in class (worksheets / instructions). Staff will carry out regular safe and well calls.</p>	<p>All teaching teams to plan for this curriculum on inset days</p> <p>Leaders to ensure provision meets needs appropriately</p> <p>Head to re-allocate pupil premium and additional resources to catch up boosters; 1:1 ; speech and language etc</p>	<p>First two or three weeks of curriculum ready by end of sept inset days</p> <p>Catch up initially provision mapped then programme s added in</p> <p>Baselines October to reassess need and provision</p>	

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Physical activity	Pupils through added risk to transmission of the virus	<p>outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene</p> <p>Pupils should be kept in consistent groups</p> <p>Sports equipment thoroughly cleaned between each use by different individual groups</p> <p>Contact sports to be avoided</p>	Cross contamination of equipment from exertion and equipment	<p>PE kit – encourage wearing of uniform with trainers then no need to change especially for younger children ; older children to be allowed to wear PE kit on PE days if they prefer. No PE bags</p> <p>Aim to do outdoor PE with the hall timetabled for use only if bad weather. No gymnastics indoors in the first term at least to avoid using mats and apparatus</p> <p>Year group bubbles to work on different units that require different equipment so there is no cross contamination of use. Children to wash hands before and after using hand held equipment or outdoor large play equipment</p> <p>Use of advice from Roberts (Specialist Adviser - Physical Education and School Sport). Any outside coaches to maintain suitable distance and to have a risk assessment from their organisation to accompany our own.</p>	staff	daily	
<p>Learning outside the classroom/school ; trips (non-residential;</p> <p>Volunteers and visitors</p>	Pupils through added risk to transmission of the virus	<p>We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings.</p> <p>In the autumn term, schools can resume non-overnight domestic educational visits. This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely.</p> <p>Supply teachers, peripatetic teachers and/or other temporary staff can move</p>	Additional people risking cross contamination	<p>keep children within their consistent year group bubbles, and the COVID-secure measures in place at the destination</p> <p>Risk assessments for visits or trips need to include COVID safety including coronavirus (COVID-19) secure measures in place at the destination – and risk assessments from organisations need to include COVID safety.</p> <p>Visitors in to school will be limited as much as possible; will be invitation only with a risk assessment completed</p> <p>To begin with visitors will either be outside professionals visiting children or staff in relation to needs (e.g. transition, social care; family workers; SEND) or governors where not possible to monitor without being on site; or visitors linked to curriculum delivery (e.g. peripatetic music teachers; Ely Museum staff;).</p>	Senior staff	Where necessary No trips outside school during lockdown	

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		between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual		<p>Visitors will use the usual sign-in safeguarding procedures (including identity checks and SCR) and will remain 2m distant at all times</p> <p>Where hall used – to be on the day a year group is timetabled to use the hall.</p> <p>In the first instance, volunteers will not resume in the classroom as this adds to risk and to crowding. This will be reviewed when this risk assessment is reviewed at autumn half term.</p> <p>site guidance on physical distancing and hygiene is explained to visitors on or before arrival and this risk assessment is included in supply booklets with a brief summary</p>			
November change to music teaching	Pupils through added risk to transmission of the virus through singing and mixing outside of year group bubbles for orchestra	<p>Music teaching in schools and colleges, including singing, and playing wind and brass instruments in groups</p> <p>When planning music provision, schools should consider additional specific safety measures. Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow in the next sections.</p> <p>If indoors, use a room with as much space as possible, for example, larger</p>	<p>Added risk of spread of virus due to wind instruments or singing – though this concern has been reduced since the first guidance came out – not deemed anymore risky than talking</p> <p>Added risk of mixing across bubbles</p>	<p>Singing: within class and year group bubbles only children facing forwards and as well spaced as possible - outside or in the hall ideally staff to keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly.</p> <p>Orchestra: In the hall which is a very large, well ventilated space with high ceilings. Each child to have own stand and for yr 5 and 6 to attend on different weeks. Children/stands 1m+ apart and 2m apart for flutes. Wind instruments positioned so not blowing towards any other players All forward facing and using own instruments (except percussion who will have specific instruments for the orchestra for them to play as individuals). Hands sanitised on entry and hands washed when then enter classroom Stands wiped down after use Conductor at least 2m distanced Register taken for track and trace purposes Pupils to have own music</p> <p>NB If cases appear in year 5 or 6, orchestra may be suspended for a short time but deemed safe currently.</p>	All staff	<p>From November 2020</p> <p>Orchestra will not continue during lockdown as so many of the orchestra members are learning from home</p>	

		<p>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. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak.</p> <p>Singing, wind and brass playing Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation as described below can be maintained.</p> <p>Social distancing in the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate.</p> <p>Seating positions Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.</p>					
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		By considering and adopting these cumulative risk mitigation measures, the overall risk will be reduced.					
What are the hazards?	Who might be harmed and how?	Requirements Words often directly cited from guidance	Meeting the requirements – what are our concerns?	What further action are we planning to meet the requirements and address our concerns (see attached plan for details of timetabling etc)	Action by whom?	Action by when?	Done
Staff	Staff / contract COVID and have a more serious reaction due to their underlying vulnerabilities	<p>Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff will attend school. Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p>	Ensuring these staff members are helped to socially distance from each other and to follow the measures	<p>Any member of staff or pupil that is within the <u>Clinically extremely vulnerable group</u> will have a risk assessment undertaken and regularly updated where necessary that includes how social distancing will be maintained in a Covid-19 safe workplace. They will work from home when shielding letters advise them to do so. Staff/pupils that meet the criteria as <u>clinically vulnerable people</u> e.g. diabetics, those who are <u>pregnant</u>, will have an individual risk assessment completed to identify any suitable control measures in place to further mitigate their specific role. (NB: for SEND, risk assessments should not be used to limit attendance. It is about mitigating risks) Pregnant staff who are 28 weeks+ will work from home. Staff will be able to work from home if their role allows and this includes consideration to the numbers of vulnerable and critical worker pupils in school.</p> <p>Those in shielding category to work within one wider consistent group and to socially distance from other staff</p> <p>mitigation for all staff through minimising staff contamination with the wider consistent group model of two year groups for PPA/TAs; staggered break times etc</p> <p>Consideration of those staff to use of staffroom areas – for them to have the option of having drinks brought to their rooms; use own mug and cutlery etc; remaining 1-2m distanced from other staff</p>	Head to carry out risk assessments where necessary with staff previously working from home and to organise roles	21.7.20 6.1.21	

RISK ASSESSMENT

Staff	Children if there is not adequate staffing for supervision	The need to ensure children in school have the right level of supervision Staff are kept safe with necessary risk assessments and procedures such as sticking as much as possible to keeping staff in their wider consistent bubbles to limit contacts	A lack of staff either due to self isolation measures; illness; training or a member of staff invoking section 44	<p>Daily assessment and availability of staff for all activities including break and lunchtimes</p> <p>Consideration to the extent to which existing planning, schemes of work will need to be adapted; consideration to workload (agreement with staff that there will be times in the day and rotas across year groups to manage time out for working on the remote learning commitments; staff meeting time given to remote learning commitments)</p> <p>Contingency planning where necessary or directed</p> <p>In light of any staff member invoking S44 causing staff shortage – closing the class where staff in the wider consistent bubble cannot cover or where capacity does not exist. (This would happen following EPM/LA advice)</p>	During lockdown		
Vulnerable pupils	Children not coming in may be more vulnerable due to their needs or family context	For schools to continue to enable vulnerable pupils and the children of critical workers to be in school	That children who are vulnerable or children of critical workers, may not be able to learn successfully at home or may be at risk due to individual circumstances if at home	Where the SENDCO or DSL deems any child vulnerable but who is not in school, safe and well checks will be carried out by DSL/ deputy DSL/ SENDCO (twice weekly) and class teachers will keep regular contact with pupils at home. Adapted provision will be in place as far as is possible for those that need it (this includes food parcels; IEP/EHCP provision; differentiation; paper copies or digital device)	During lockdown		

RISK ASSESSMENT

Social Distancing in school for staff	staff contracting COVID-19 when in staff only areas	<p>Plan how to share staff spaces and how to help staff to distance from each other</p> <p>Arrangements should be made to ensure the staffroom is not overcrowded and social distancing can be achieved e.g. stagger lunch times for staff.</p> <p>primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteacher will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.</p>	<p>Staff room areas are important especially the two way corridor outside the usual staffroom.</p> <p>No spare space to accommodate a second staffroom thus careful consideration as to use of staffroom to prevent contamination across the wider consistent groups.</p>	<p><u>Areas used</u></p> <p>Breaktimes – comfort breaks – staff within the wider groups will organise staffing for breaks and middays will be assigned to one of these wider groups.</p> <p>The wider groups will allow staff to mix with less staff / pupils on an everyday basis</p> <p>Continue with cleaning spray and cloths and tables for eating in smaller layouts.</p> <p>Continue to have spray by photocopiers / no children to collect from photocopier as usual</p> <p>No discussions in corridors</p> <p>Limited access in office area and for limited number of people</p> <p>Toilets – wash hands before and after</p> <p>Staff to wear face masks when getting coffee etc in staffroom (until sat down/drinking or eating); at the photocopier; staff coming in to the office who don't work there; in the toilets; around corridors when not with children; talking to staff from other bubbles</p> <p><u>Staffroom:</u></p> <p>Social distancing in staff rooms and to aim not to be in the room any more than reasonably possible (staff to be aware that the risk is much higher if 1m or less from someone for more than 15 mins) – suggest where staff live close they may, if not SLT on duty, have lunch at home; tables for each of the consistent groups to prevent contamination across groups more successfully.</p> <p>Staggering of 3 breaktime times and lunches should help with space (less using the room at any one time). Those previously shielding may wish a drink to be delivered to</p>	<p>Staffrooms setup during inset days</p> <p>All staff to wipe surfaces when used and to be responsible daily for this and ensuring time kept to minimum while having chance to rest</p>	By 7.9.20	
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RISK ASSESSMENT

				<p>their rooms to avoid use of staffroom; surface wiped where eaten lunch (cleaning spray and cloth on each of the 4 tables)</p> <p>Use of outside space where warm enough – courtyard; nature garden; picnic tables outside staffroom door (remember to lock door on leaving)</p> <p>Staff to use courtyard and nature garden when weather permits as break out spaces or to sit outside the staffroom on picnic bench; some who live close may lunch at home; bubbles may choose to lunch together in bubble rooms if not in use by children</p> <p>SLT / admin / TAs working at lunch will have lunch outside of lunchtimes which helps along with slight staggering of lunchtimes, with use of space</p> <p>PPA – suggest PPA at home or in bubble areas but leadership time must still be in school. PPA room/staff study to be used by one at a time; wiped down after use; evacuated if needed for PPE</p> <p>Desk by photocopier to be used only by Julie and Charlotte</p>			
Health of shielding groups	Staff/ within the shielded group	<ul style="list-style-type: none"> Any member of staff that is within the <u>Clinically extremely vulnerable group</u> must have a risk assessment undertaken that includes how social distancing will be maintained in a Covid-19 safe workplace. (and asked to work at home where national guidance requires it) Staff/ that meet the criteria as <u>clinically vulnerable people</u> may have a risk assessment completed to identify any suitable control measures that must be in place before returning to work/school outside of lunchtimes 	Need for social distancing and carefully risk-assessed practice in school	<p>Review risk assessments in the light of new guidance and discuss all measures in place in this overall risk assessment</p> <p>6th-18th January those with the national letter noting them as clinically extremely vulnerable, will be asked to work from home.</p> <p>Clinically vulnerable / pregnant staff to have their risk assessment updated</p>	Head and deputy	Shielding letters in place until 18 th January	

RISK ASSESSMENT

Administrative Staff	Risk of disease contracted due to high visibility at front office	<ul style="list-style-type: none"> Staff shift rota to be in place so as to keep social distances and allow school office to function. 	<ul style="list-style-type: none"> Safe distancing between employees in office. Visitors to office. Registers Handling items brought in by parents 	<p>Office to be manned at all times – Chris/Jane, Chris/Ann or Chris/Charlotte</p> <p>Office stable door to remain closed to ensure social distancing – staff can communicate over top of door</p> <p>Parents to communicate with the office via telephone or email where possible – office window with perspex screen</p> <p>Parents to be discouraged from dropping off forgotten items for children during the day – unless medical emergency items.</p> <p>Chris/Jane/Charlotte/Ann to avoid sharing stationery items and sanitise telephone before use by another person</p> <p>Alcohol hand gel to be used regularly and regular hand-washing as appropriate</p> <p>No need for register bags. All registers to be completed electronically. Dinner money sent in marked envelopes direct to office not via children through office letter box – if parents unable to pay on line.</p> <p>All visitors to school to be asked to use hand gel on entry to building; wear face masks when walking around; usual SCR/DBS procedures</p> <p>Avoid sharing of pens/pencils by office staff</p>	Office staff / all staff / parents	ongoing	
Lack of staff	Pupils		Staff likely to be full capacity in usual roles	<p>Wider consistent groups enables staff in these paired year groups to work across</p> <p>Use of deputy as an in school cover teacher where necessary and reasonable to his other commitments</p> <p>Use of regular supply where possible and aim to get regularly used supply teachers from named agencies</p> <p>Closure of a class or bubble where necessary due to staff shortage or test and trace procedures and the use of online work on the website</p>	all	daily	
Wrap around care	Children who may end up in more than one consistent bubble	<p>If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups</p> <p>Where parents use childcare providers or out of school activities for their children schools should encourage them to seek assurance that the providers are carefully considering their own protective measures and only use providers that can demonstrate this</p>	Breakfast and afterschool club are in our community room but run by a private business	<p>To offer our two spare classrooms as spaces after school to enable three not one group of 15 (St John's school only?)</p> <p>Additional cleaning between use after use in school</p> <p>Providers to use own resources.</p> <p>For the providers in our community building to share their risk assessment with us and parents – parents ultimate decision as to whether to use the provider or not.</p> <p>The school usually runs other varied after school clubs each day with many outside providers – this will not occur in the first half of the January 2021 term</p>	Head to liaise with wrap around providers	By end of summer term No outside providers during Spring first half term 2021	

RISK ASSESSMENT

		Schools can consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak as much of this will be useful in planning extra-curricular provision.					
Cleaning	Children and staff may contract covid if surfaces etc not clean	The school should consult with their cleaning contractor or their in-house cleaning team to arrange a deep clean may be appropriate before staff and pupils return to school. More frequent cleaning procedures should be in place across the site, particularly in communal areas and at touch points including: Taps and washing facilities, Toilet flush and seats, Door handles and push plates, Handrails on mobile ramp and in corridors, Machinery and equipment controls, All areas used for eating must be thoroughly cleaned at the end of each break, including chairs, door handles, Telephone equipment, keyboards, photocopiers and other office equipment, classroom desks and chairs.	Concern about the fact that all classrooms have small cloakrooms and only 2 girls toilet cubicles and 1 boys cubicle +urinal for 60 children in two classrooms Year groups will have to share these areas and entry and exit at start and end of day and after breaks will need to be managed	<ul style="list-style-type: none"> Cleaning staff – discussion about additional daily cleaning routines to ensure procedures met Staff to have cleaning materials safe to use during the day for regular wipe downs If you have been informed that someone has tested positive with covid-19 then any area/room they have accessed should be secured for 72 hours then undergo a thorough deep clean. Ensure the COSHH risk assessment for cleaning/caretaker activities has identified the correct process and PPE to be worn in the event of a COVID case. Limit number of things in cloakrooms and daily cleaning regime 	Cleaning daily list of essentials for cleaners reviewed by Chris / Alan	ongoing	
Hygiene	Risk to children and staff from disease if the right cleaning equipment is not readily available	<ul style="list-style-type: none"> Schools must ensure that pupils clean their hands regularly, including when they arrive at school has a suitable supply of soap and access to warm water for washing hands. Appropriate controls are in place to ensure the suitable sanitisation of pupil's hands following breaks, before meals and following before and after the use of toilets. when they return from breaks, when they change rooms and before and after eating. 	<p>Orders have been placed for soap, hand sanitiser and anti-bac cleaning fluids to ensure sufficient stocks.</p> <p>school has a suitable supply of soap and access to warm water for washing hands.</p> <p>Appropriate controls are in place to ensure the suitable sanitisation of pupil's hands following breaks, before meals and before/after the use of toilets.</p>	<p>Office ordering more hand sanitiser as sinks for washing hands limited two per base.</p> <p>Antibac spray and cloths in each room; good supply of soap and sanitiser</p> <p>Handwashing techniques advice can be found here</p> <p>Wash hands on entry to school; after break; before and after eating; where necessary when sharing resources; toileting; changing rooms</p> <p>Catch it; bin it; kill it</p>	Chris Request to friends for match funding of handwashing stations	Order in now so arrives in time 6.1.20	

RISK ASSESSMENT

			Concern for time taken to wash hands with so many children to get through	<p>Staff to be provided with surgical masks to ensure masks are binned and fresh ones used once removed</p> <p>Use of three mobile washing stations outside at lunchtimes</p> <p>Any face masks worn to school by children – process for removal – wash hands; take off via elastic; put in plastic bag to take home.</p> <p>Regular cleaning of equipment – weekly washing where resources moving to different rooms or if used widely, wiped between use e.g. large PE equipment etc.</p> <p>Purchase of 4 outside handwashing stations - portable</p>			
Fire Safety / Or in-vacuation	Need for all staff and children to follow fire or in-vac. as first risk and aim to keep distancing in place as second risk	<ul style="list-style-type: none"> Personal Emergency Evacuation Plans (PEEPs) must continue to be in place for those staff that continue to work in the school and any pupils that access the school site Ensure all emergency escape routes / doors are fully operational and kept clear. Reminders to staff and pupils that if the fire alarm or in-vac siren is activated that they must still keep 2m distancing when at the evacuation point. 	No further concerns – usual procedures from anywhere in school	<p>Usual fire procedures but bubbles to line up further apart</p> <p>Usual in-vacuation procedures – practice in spring term following adoption of new critical incident plan</p> <p>Review in relation to covid safety and monitor in first practices</p>	Head	Practices in week after EYFS full time	
First Aid	Children or staff / parents contracting COVID-19, by failure to socially distance effectively or to apply first aid procedures effectively	<ul style="list-style-type: none"> Where there may be limited staff, the requirement to provide suitable first aid cover to all staff and students has been assessed with suitable first aid or paediatric first aid provided. Access to first aid facilities is maintained and the school suitably stocked with first aid sundries. Staff or pupils with medical needs have been assessed and relevant consents are in place. Staff have been trained in the use of medications and increased level of control applied, to include the use of PPE if required. 	<ul style="list-style-type: none"> Concern for staff administering first aid – to feel secure and to receive the right PPE from the LA before opening is a must in case of COVID suspected case <p>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person</p>	<ul style="list-style-type: none"> The HSE have announced a three-month extension to the validity of the following qualifications if the first aider to requalify because of the coronavirus: <ul style="list-style-type: none"> First Aid at Work Emergency First Aid at Work Paediatric First Aid Emergency Paediatric First Aid <p>However</p> <ul style="list-style-type: none"> First aid policy updated to include COVID isolation procedures in the event of a child showing symptoms and resultant isolation guidance for 14 days etc <p>First aiders – lunchtime to be appointed first aiders and middays with first aid training – to use gloves / masks if feel more secure doing so</p>	JS to ensure all medication in right rooms and PPE in medical room ready to use if needed	4.9.20	

RISK ASSESSMENT

		<ul style="list-style-type: none"> Review of the First Aid policy to include consideration of the risk of infection of covid-19. <p>Ensuring that pupils, staff and other adults do not come into the school if they have <u>coronavirus (COVID-19) symptoms</u>, or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). All schools must follow this process and ensure all staff are aware of it.</p> <p>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 (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- Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.</p> <p>If a child is awaiting collection, they should be moved, if possible, to a room where isolate for at least 10 days and should <u>arrange to have a test</u> to see if they have coronavirus (COVID-19).</p> <p>they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p>	<p>subsequently tests positive (see below) or they have been requested to do so by NHS Test & Trace.</p> <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell.</p> <p>The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. See the <u>COVID-19: cleaning of non-healthcare settings guidance</u>.</p>	<p>3 day appointed person in school each day</p> <p>Procedures for Covid suspected cases:</p> <ul style="list-style-type: none"> Use of the medical room for isolation of suspected COVID cases in school and medical room toilet - if someone has tested positive with covid-19 then any area/room they have accessed should be secured for 72 hours then undergo a thorough clean. <p>Ring 999 as is usual practice, in an emergency if considered serious</p> <p>Engage with test and trace and inform public health of confirmed cases</p> <p>c.f. Test and trace Guidance for Schools</p>	<p>Ensure those with first aid training exemptions have access to refresher training and new TAs to training for first aid</p>	<p>asap</p>	
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RISK ASSESSMENT

		<p>If someone tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.</p>					
Accident reporting Covid-19 incidents	Risk of further spread in the community if reporting and testing is not reported and carried out	<ul style="list-style-type: none"> Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school The Health & Safety Executive have recently updated the Reporting of Injuries, Diseases and Dangerous Occurrences regulations (RIDDOR) to include the requirement to report possible or actual exposure to the Covid-19 virus as a result of, or in connection with, a work activity. For further advice and guidance you should contact your competent Health & Safety Adviser. <p>Close contact means:</p> <ul style="list-style-type: none"> direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) 	Reducing the number who might need to self isolate in the event of a school outbreak / test and trace situation	<p>Communication with parents in any event of the testing sites and appropriate reporting completed. (LA/HSE/test and trace/ gov.uk testing) Liaison with public health and test and trace</p> <p>Communicate to parents in a bubble, using LA model letters, where there is a suspected case in the bubble – and again dependent on if the case is positive or negative. Communicate with kids club where necessary also.</p> <p>Storage of the PPE and staff well trained to use it</p> <p>Office staff to inform parents and consider siblings self isolating also</p> <p>Staff to socially distance from each other and to be aware of close contact with staff and pupils so as to be able to engage with test and trace procedures correctly (c.f. guidance on close contact)</p> <p>Bubbles and consistent groups + implement full measures to reduce risk to the lowest, reasonably practicable level.</p> <p>NB Staff must also consider trying to remain distanced so as to avoid direct close contact; proximity contact with each other; consider the risks of car sharing and socialising outside of work – even with staff in their bubbles</p>	Leadership/governors to ensure + risk assessment agreed by LA	ongoing	

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		<ul style="list-style-type: none"> proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual travelling in a small vehicle, like a car, with an infected person 					
Personal Protective Equipment	Staff where a suspected COVID case	PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.	1:1 EHCP children who cannot socially distance safely For COVID suspected cases	Risk assessments completed and social stories for children to avoid such contact Clear procedures for managing a child with suspected symptoms – three day appointed persons JS and JSh are trained with the video for this eventuality. PPE stored in space for the eventuality it is used Engage with test and trace and inform public health of confirmed cases c.f. Test and trace Guidance for Schools (updated Dec 2020)	Appointed persons organise medical and PPE	ongoing	
Contingency planning for a further outbreak	Staff and pupils/families due to increased transmission rates	In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will need a contingency plan for this eventuality.	Managing temporary closure and maintaining education	The reinstatement of remote closure curriculum work on the website either for temporary / partial or full closure (3 hours a day KS1 / 4 hours a day KS2); for those off and self-isolating or for the partial closure of certain year groups Provision of food parcels where necessary to support in the event of self-isolation or partial closure Follow any guidance on further measures for those in extremely vulnerable categories – staff and pupils in the event of an outbreak Arrangements for deep cleaning of areas or the whole building	Governors / SLT in consultation with LA and public health		
Contractors	Contractors may be at risk of disease through entering and staff and children from contractors if they are near or	All <u>contractors</u> must provide a suitable and sufficient risk assessment for the activities they carry out which must <u>include covid-19</u> . All planned/reactive maintenance to be carried out during out of hours unless seen as an emergency.	No maintenance/servicing planned for the foreseeable future. Would be concerned to have contractors in during opening hours.	In the event of a breakdown, ie boilers or key electrical equipment, risk assessments will be requested before any work is carried out and this will be arranged for out of school hours if possible. Follow up cleaning following any work if necessary	Premises manager in liaison with contractors	ongoing	

RISK ASSESSMENT

	in during school day						
Property Compliance	Risks arising from failure to comply	The school has ensured that relevant property statutory compliance checks have been completed and records updated. Daily and weekly checks have been reinstated and pre-opening checklist completed.	Caretaking staff continue to undertake all routine water testing and fire alarm testing as required. Risk that usual procedures will slip and need to be stringently adhered to in this time of change	All serious property concerns have been raised with the schools Property Management Adviser and appropriate steps are in place to ensure the safety of all building occupants. Remedial work and statutory services to take place when the school is closed	Premises manager / caretaker	ongoing	
Equality Impact Assessment	Discrimination due to protected characteristics	For an equality impact assessment to include consideration to COVID related impacts for staff and pupils	A equality impact assessment has been completed and can be found on the school website	Translated work remotely or paper copies for those not accessing the online work due to lack of technology at home or physical impairment or language barriers Risk assessment of EHCP targets to consider what can be offered and what targets have to be modified / mitigated due to COVID safety arrangements – form M's in EHCPs and risk assessments completed / adapted by SENDCo Health/Mental health and anxiety considerations for staff/pupils Risk assessments for staff with vulnerabilities or BAME/other characteristics updated for September where necessary Equality Impact Assessment agreed by governors with consideration for COVID related impacts Public Sector Equality Duty and objectives to be reviewed by governors in the light of COVID impact	Teachers SENDCo Head Governors Governors	Ongoing Risk assessment in place – form M's by end sept By 7.9.20 By 17.7.20 17.9.20	
signage	Pupil/staff unaware of stringent guidance	signage is provide to inform staff and pupils regarding social distancing, hand cleaning etc.	Daily reminders of covid safety to reinforce behaviours for safety	Distancing posters Signs outside for entry / exit and waiting / walking corridors and one way systems Keep to the left in corridors Queuing spots in the hall	admin	7.9.20	
Waste	staff / contracting COVID-19 if procedures are not rigorous enough	<ul style="list-style-type: none"> Relocate waste bins to key strategic positions both in school buildings and in external areas that are in use in order that waste materials can be managed safely Bins should be emptied daily. 	#	<ul style="list-style-type: none"> Staff to ensure they wear protective gloves and or wash hands immediately after carrying out this activity. 	Caretaker and cleaners	Daily once opened	

[CLEAPSS Guide to doing practical work in a partially reopened school Science](#)

[CLEAPSS Guidance for science departments returning to school after an extended period of closure](#)

Conducting a SEND risk assessment during the coronavirus outbreak guidance can be found [here](#)

COVID-19: guidance on supporting children and young people's mental health and wellbeing can be found [here](#)

Useful Guidance

- Guidance for full opening: schools can be found [here](#)
- Managing school premises during the coronavirus (COVID-19) outbreak can be found [here](#)
- The Government Guidance for implementing protective measures in educational and childcare settings can be found [here](#)
- The NASUWT has also produced a useful checklist for reopening of schools which can be found [here](#).
- [CLEAPSS Guide to doing practical work in a partially reopened school Science](#)
- [CLEAPSS Guidance for science departments returning to school after an extended period of closure](#)
- Conducting a SEND risk assessment during the coronavirus outbreak guidance can be found [here](#)
- COVID-19: guidance on supporting children and young people's mental health and wellbeing can be found [here](#)
- Actions for early years and childcare providers during the coronavirus outbreak can be found [here](#)
- Coronavirus (COVID-19): implementing protective measures in education and childcare settings can be found [here](#)
- Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) can be found [here](#)

General staff and pupil advice on limiting the spread of coronavirus in the Educational Setting

Government advice is clear PPE, including facemasks should be taken into account where employees could be put at risk. The use of such PPE does not replace or reduce the need to follow the government guidance in relation to hygiene practices

Frequently clean and disinfect objects and surfaces that are touched regularly, using your recommended cleaning products.

- Wash your hands with soap and water often – do this for at least 20 seconds.
- Use hand sanitiser gel if soap and water are not available.
- Staff and Pupils should wash their hands as soon as they get to school and when they arrive home, after they blow their nose, cough or sneeze, before they eat or handle food.
- Cover mouth and nose with a tissue or a sleeve (not hands) when you cough or sneeze.
- Put used tissues in the bin immediately and wash your hands afterwards.

Handwashing techniques advice can be found [here](#)