

<b>School/Academy:</b>	Southwold Primary School and Early Years Centre	<b>Date of assessment</b>	2.9.20	
<b>Who might be harmed?</b>	Pupils, staff, visitors and contractors	<b>How many are affected?</b>	Whole School	
<p>The risks and control measures from the previous version of this risk assessment should be reviewed in light of the local transmission rate and the more infectious strain.</p> <p>Many of the control measures may already be deemed to be sufficient or no further actions may be deemed possible whilst the school endeavours to provide as normal a learning experience that is possible during the pandemic.</p>			<p><b>Current Tier:</b></p> <p>National Restrictions</p>	
<p><b>Reference Documents:</b> <a href="#">Guidance for full opening - schools (30<sup>th</sup> December 2020)</a>  <a href="#">Restricting attendance during the national lockdown: schools Guidance for all schools in England (January 2021)</a></p>				
<b>Date</b>	<b>Decision summary</b>			
September 2 <sup>nd</sup> 2020	School to reopen to all pupil bubbles after a one day inset to update staff.			
September 2 <sup>nd</sup> 2020	Risk assessment updated using new template from LA in light of updated government guidance (28.8.20). Shared with governors on Governor Hub, circulated to all staff and published on website			
November 3 <sup>rd</sup> 2020	Risk assessment updated in light of changing circumstances with National lockdown commencing 5.11.20 – updates in blue font			
<b>January 5<sup>th</sup> 2021</b>	<b>Summary of school position</b> (include approximate numbers and classification of pupil cohort in school and homeworking and numbers of staff working from home) 86 pupils (key worker and vulnerable) are in school = 38% of school vs 62% homeworking. 3x staff working from home; one member of staff in school having no contact with pupils due to living with ECV family member			
January 5 <sup>th</sup> 2021	Risk assessment updated in collaboration with whole staff due to National Lockdown commencing 5.1.21 – <b>blue shading and font</b>			
January 28.1.21	Risk assessment updated to include information about lateral flow testing – in blue font – <b>yellow shading and blue font</b>			
<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>	✓	<ul style="list-style-type: none"> <li>RA circulated to all staff for suggested improvements, then revised RA sent through before 22<sup>nd</sup> July when approved by governors</li> <li>Staff will access document on MyConcern and a register of staff signatures will be collected electronically</li> <li>Re-circulation of RA to staff, governors and parents on 4.11.20 <a href="#">and 5.1.21</a></li> </ul>	LOW
	<ul style="list-style-type: none"> <li>Staff are encouraged to give regular feedback on the effectiveness</li> </ul>	✓	<ul style="list-style-type: none"> <li>Daily review/ feedback</li> <li>SLT/phase briefing agenda</li> </ul>	

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	of these control measures and plans, share suggestions and identify additional touch points.			
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. This includes for children old enough not to touch staff and their peers where possible. Signage is installed wherever necessary as a reminder.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Emails/ texts/ phone calls to parents before re-opening, including draft and final re-opening plans. Detailed letter and checklist of pertinent RA expectations – <b>appendix a</b> - will be emailed/posted to parents before reopening, with translations where necessary. Parents and pupils must agree to follow the guidance.</li> <li>Visitor information sheet on main entrance door and in foyer</li> </ul>	LOW
	<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>	✓	<ul style="list-style-type: none"> <li>Copy of risk assessment on school website 24.7.20</li> <li>Copy of updated risk assessment on school website 4.11.20</li> <li>Copy of updated risk assessment on school website <a href="#">12.1.21</a></li> </ul>	
Employer	<ul style="list-style-type: none"> <li>This completed risk assessment (v.4) is shared with the Governing Body and employer.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Shared with governing body 23.7.20 and 4.11.20</li> <li><a href="#">Shared with governing body on 12.1.21</a></li> </ul>	LOW
Trade Unions	<ul style="list-style-type: none"> <li>This completed (v.4) risk assessment is shared with the recognised Trade Unions following approval by the school's Governing Body. (Do not include names where any personal details are recorded).</li> </ul>	✓	<ul style="list-style-type: none"> <li>Shared with trade unions 24.7.20</li> </ul>	LOW
<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> <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> </ul> <p><a href="#">PHE Campaign posters are available here.</a></p>	✓	<ul style="list-style-type: none"> <li>Follow up to date government guidance re managing virus symptoms and regularly share with staff and parents</li> <li>Full awareness of countries that are on the UK quarantine list and monitoring of family holidays/ returns to school</li> <li>Following up causes of absence</li> <li>Signage at gate and on main entrance doorway, including PHE Campaign posters</li> <li>Regular emails/ texts home always include this</li> </ul>	LOW

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	<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 the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus.</li> </ul>		information to parents and carers <ul style="list-style-type: none"> <li>Parents advised to take their child(ren)'s temperature before they come to school, if possible</li> </ul>	
Reducing the number of persons on site	<ul style="list-style-type: none"> <li>It remains the case that wider government policy advises those who can work from home to do so considered in the wider context in keeping the school operational and safe. The minimum number of staff is on site at any given time. Where possible, the vulnerability of staff and their household to the virus is considered in determining rotas of staff working from home / school. As a rough guide the following priority list is used in the consultation with staff:                             <ul style="list-style-type: none"> <li>(ECV staff - must work from home)</li> <li>Pregnant staff over 28 weeks</li> <li>CV staff with ECV household members</li> <li>CV staff including pregnant staff under 28 weeks</li> <li>Staff with ECV household members</li> <li>Staff with CV household members</li> </ul>                             Staff in other higher risk groups (BAME, over 60-year olds) or living with higher risk individuals.                         </li> <li>The school allows and strongly encourages vulnerable children and young people to attend.</li> <li>Children with at least one parent or carer who is a critical worker can go to school if required. This includes parents who may be working from home. Evidence is requested confirming the critical worker status if necessary.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Staff will be in school to work their contracted hours unless it is feasible and appropriate for specific tasks to be completed at home</li> <li>Extremely clinically vulnerable staff will work from home from 5.11.20 and continue to teach their class remotely</li> <li>Staff who are able to be on site are in school to support pupils of key workers and vulnerable children (due to the small size of the school/ need to keep bubbles separate and the ratios required for the number of pupils in school): Each class is open as a smaller bubble to support these pupils, as well as provide remote learning to pupils at home</li> <li>ECV staff member is working from home</li> <li>1x pregnant staff member over 28 weeks is working at home</li> <li>1x staff member with ECV family member has no contact with pupils on site</li> <li>1x BAME MDS is at home due to her daughter being ECV</li> <li>Vulnerable pupils were identified in line with DfE definitions, mainly SEND, no remote learning access and at risk of falling well below and risking future employment</li> <li>Key worker questionnaire sent out to ensure correct information and evidence was collated</li> </ul>	LOW/ MEDIUM

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	<ul style="list-style-type: none"> <li>Parents and carers who are critical workers are informed to keep their children at home if they can.</li> </ul>			
	<ul style="list-style-type: none"> <li>Early years provision continues to remain open and allows all children to attend full time or their usual timetable hours. Only vulnerable children and children of critical workers attend on-site reception classes.</li> </ul>		<ul style="list-style-type: none"> <li>Nursery pupils have been offered a place though some parents do not want their children on site</li> <li>30 hour offer has been reduced to 15 hours in line with statutory offer</li> </ul>	
	<ul style="list-style-type: none"> <li>The school does not plan for rotas or allow children other than those who are vulnerable or whose parent or carer is a critical worker to attend on-site, even if the school believes it can accommodate more children safely.</li> </ul>		<ul style="list-style-type: none"> <li>Only pupils of key workers and identified vulnerable pupils are in school (cross referenced to DfE definitions)</li> </ul>	
	<ul style="list-style-type: none"> <li>Contractors undertaking statutory testing and emergency and routine repairs are permitted on site. They are advised to arrange visits outside of the school day where possible and avoid arriving and leaving site during pupil pick up and drop off times. The number and duration of face to face contacts with adults is limited as far as possible (e.g. less than 15 minutes in one day). 2 metre social distancing protocols are followed.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Visitor protocols in place</li> <li>Business manager and site manager will arrange for any emergency contractors to attend school outside of children and staff hours, being mindful of implications to the cleaning routine in place.</li> <li>Non-essential visitors/contactors will be asked to rebook their visits at an alternative date.</li> </ul>	
	<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 ensure they minimise contact and maintain as much distance as possible from other staff. The number of groups taught and locations worked in are minimised to reduce the number of contacts made. Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Visitor protocols in place</li> <li>Nottingham Music Hub liaison and risk assessments in place</li> <li>Track and trace staff and visitor book updated daily</li> </ul>	
	<ul style="list-style-type: none"> <li>The school continues hosting initial teacher training (ITT) trainees throughout the national lockdown. 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</li> </ul>	✓		

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	support			
	<p>✓ The School's coronavirus safety principles are communicated to essential visitors such as contractors, other non-school based services, external coaches, clubs and organisations for curricular and extra-curricular activities prior to any proposed visit.</p> <p>A dialogue is undertaken where necessary between the school and visitors regarding the schedule of the visit including the rooms to be visited and any points of discussion around social distancing and hygiene.</p>	✓	<ul style="list-style-type: none"> <li>▪ Visitor protocols in place</li> </ul>	
	<p>✓ Parents/carers are informed that if their child needs to be accompanied to the school, only one parent/carer should attend if possible.</p>	✓	<ul style="list-style-type: none"> <li>▪ Emails/ texts – clear protocols for parents set out – parents not to bring other children other than their own</li> <li>▪ One parent per family rule – no other family members or anyone not in the same household</li> <li>▪ No pupils picked up by designated taxis</li> <li>▪ Parents say goodbye at the EYC gate, pupils go in by themselves (if needed, supported by staff).</li> </ul>	
	<p>✓ Conversations with parent/carers are held on the telephone wherever possible. Parents/carers are informed not to enter the school building unless it is an emergency. The 2-metre social distancing rule applies to these meetings and kept as short as possible (e.g. less than 15 minutes). Parents/carers are informed not to enter the school building unless it is an emergency.</p>	✓	<ul style="list-style-type: none"> <li>▪ Communication with parents is by phone call or email, except for home visits, where social distancing is observed</li> <li>▪ Parents/carers are informed not to enter the school building unless it is an emergency. The 2-metre social distancing rule applies to these meetings and kept as short as possible</li> <li>▪ One-way system – signage, arrows and</li> <li>▪ 2m chevrons – entry on pedestrian pathway and exit via drive. Car gates to remain open during entry and exit times</li> <li>▪ If other children need to be dropped off, parents will go through the year EYC/1 gate and leave school through the big gate.</li> <li>▪ No entry signage on main school door and playground gates - to ring or email</li> <li>▪ 2.11.20 Parents requested to wear face coverings whilst on the school site</li> </ul>	
	<p>✓ Non-essential visitors are asked remain away from site. In</p>	✓	<ul style="list-style-type: none"> <li>▪ Visitors to be questioned at the gate via</li> </ul>	

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	<p>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.</p> <p>✓ Governor meetings held virtually if possible. Any Governor meetings held in school are undertaken following social distancing protocols. Governor monitoring visits are undertaken virtually if possible.</p> <p>✓ Schools do not host any performances with an audience.</p>		<p>intercom</p> <ul style="list-style-type: none"> <li>▪ Clear signage on gate</li> <li>▪ All non-essential visits to school are cancelled and communications/ meetings where necessary are held via phone, email or Microsoft teams</li> <li>▪ Microsoft Teams set up for staff and governors</li> <li>▪ Policies/ documentation/ work examples to underpin policies to be shared via Governor Hub</li> </ul> <ul style="list-style-type: none"> <li>▪ No school performances will take place Autumn or Spring Term</li> <li>▪ Virtual assemblies will take place</li> </ul>	
Persons at higher risk of becoming seriously ill	<ul style="list-style-type: none"> <li>• Following the reintroduction of shielding during national lockdown, <b>clinically extremely vulnerable staff</b> are advised that they should not attend the workplace. Clinically extremely vulnerable 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. See also staff welfare.</li> <li>✓ <b>Clinically extremely vulnerable pupils</b> are advised not to attend school during notational lockdown.</li> <li>• The following measures are in place for <b>pregnant members of staff</b> and recorded on the pregnancy Covid risk assessment: <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> </li> <li>• Staff in the <b>BAME categories</b> have been individually reminded to</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> <li>▪ 1x staff identified (+ 1x pregnant staff member)</li> <li>▪ Individual interviews/ risk assessment has taken/ is in place and adaptations put in place in response to these</li> <li>▪ Extremely clinically vulnerable staff will work from home from 5.11.20 and continue to teach their class remotely where pertinent</li> <li>▪ 1x Midday supervisor not attending work due to her daughter being extremely high risk</li> <li>▪ Even when CEV staff have had both doses of the vaccine, they should continue to follow this shielding advice until further notice</li> </ul> <ul style="list-style-type: none"> <li>▪ No pupils</li> <li>▪ If circumstances changed, individual risk assessments would be put in place and adaptations put in place in response to these</li> </ul> <ul style="list-style-type: none"> <li>▪ 1x level 3 TA is shielding as of 5.1.20 and assistant head is working off site due to being in her third trimester of pregnancy;</li> </ul> <ul style="list-style-type: none"> <li>▪ Individual, including BAME, interviews/ risk assessments have taken/ are in place and</li> </ul>	

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	<p>observe good prevention practice in the workplace and home settings.</p> <p>✓ For noting: There is clear evidence that certain BAME groups have higher rates of infection, and higher rates of serious disease, morbidity and mortality. There is no strong evidence that ethnicity by itself (or genetics) is the sole explanation for observed differences in rates of severe illness and deaths. What is clear is that certain health conditions are associated with increased risk of serious disease, and these health conditions are often overrepresented in certain BAME groups. It is also clear that societal factors, such as occupation, household size, deprivation, and access to healthcare can increase susceptibility to COVID-19 and worsen outcomes following infection.</p>		<p>adaptations put in place in response to these</p> <ul style="list-style-type: none"> <li>1x BAME MDS is remaining at home due to risk to her daughter</li> </ul>	
School Visits	<ul style="list-style-type: none"> <li>The school notes that the DfE advises against educational visits during the national lockdown.</li> </ul>	✓	<ul style="list-style-type: none"> <li>No overnight educational visits are planned or will take place</li> <li>Non-overnight educational visits will be in line with protective measures/ coronavirus secure measures – information and risk assessments would be requested from the providers</li> </ul>	LOW
Undertaking CPR	<p>✓ The following information has been shared with school first aiders: <a href="https://www.resus.org.uk/press-releases/2020/04/20/covid-19-cpr/">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-certificate-coronavirus.htm">www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-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>	✓	<ul style="list-style-type: none"> <li>First aiders given relevant information via MyConcern – signed to say have read.</li> <li><a href="#">Resuscitation Council UK Statement on COVID-19 in relation to CPR and resuscitation in first aid and community settings</a> appendix d</li> <li>On CPR mouth to mouth, a St John’s Ambulance Revive-Aid will be used</li> </ul>	LOW
Persons becoming symptomatic whilst in school	<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>or a high temperature</li> <li>or has a loss of, or change in, their normal sense of taste or smell (anosmia)</li> </ul> </li> </ul>	✓	<ul style="list-style-type: none"> <li>Follow up to date government guidance re managing virus symptoms and regularly share with staff and parents</li> <li>Share all pertinent guidance with staff before opening - on My Concern</li> <li>Locations where pupils could be isolated:</li> </ul>	MEDIUM

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	<ul style="list-style-type: none"> <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> <li>Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.</li> </ul>		<ul style="list-style-type: none"> <li>Learning Mentor Room</li> <li>Deputy Head’s Office</li> <li>Disabled staff toilet will need to be used if necessary and will be closed afterwards (signage) until it has been cleaned thoroughly. Senior member of staff will wipe and disinfect the door handles outside cubicle door and sink area thoroughly so staff can use the other cubicle.</li> <li><a href="#">COVID-19: guidance for households with possible coronavirus infection guidance - appendix e</a></li> <li>Staff dealing with a pupil showing symptoms should wear PPE</li> </ul>	
	<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 risk of fluids entering the eye from, for example, coughing, spitting or vomiting.</li> </ul> </li> </ul>	✓	<ul style="list-style-type: none"> <li>PPE available in all classroom secure cupboards and additional teaching areas, as well as nominated toilets where SEND pupils will be changed (SEND RA)</li> <li>Additional PPE stored in school office</li> </ul>	
	<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> </ul>	✓	<ul style="list-style-type: none"> <li>Cleaning routine in place. If site staff not available, senior staff will clean any affected areas that can’t be isolated until end of working day following recommended guidelines.</li> <li><a href="#">COVID-19: cleaning of non-healthcare settings guidance – appendix f</a></li> </ul>	
	<ul style="list-style-type: none"> <li>Records of persons with symptoms consistent with coronavirus are kept (ref: tracker).</li> </ul>	✓	<ul style="list-style-type: none"> <li>LA Excel tracker in place</li> </ul>	
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</li> </ul>	✓	<ul style="list-style-type: none"> <li>Track and trace staff and visitor book updated daily Posters shared and in place</li> </ul>	LOW/ MEDIUM

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	tests for their children if they develop symptoms.		<ul style="list-style-type: none"> <li>▪ Home test kits in school</li> </ul>	
	<ul style="list-style-type: none"> <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 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."</li> <li>✓ 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.</li> </ul>	✓		
	<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>	✓		
	<ul style="list-style-type: none"> <li>✓ Staff and parent telephone numbers are checked for accuracy.</li> </ul>	✓		
	<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>	✓		
	<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>                             These details may be required at short notice outside the regular school day to enable the school to inform individuals to immediately self-isolate.                         </li> </ul>	✓		
	<ul style="list-style-type: none"> <li>✓ Where staff have downloaded the NHS Covid app:                             <ul style="list-style-type: none"> <li>○ If staff keep their mobile phones on their person during the working day then the app can be left on.</li> </ul> </li> </ul>	✓	<ul style="list-style-type: none"> <li>▪ Communicated with staff 12.11.20</li> </ul>	

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	<ul style="list-style-type: none"> <li>○ If staff's 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>			
	<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> </ul>	✓		
	<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> </li> </ul> <p>They have read and understood the resources from the Primary portal.</p>	✓	<p>KC (H-T) is the co-ordinator Lateral flow tests for staff are being rolled out in school from 31.1.21 Procedures and guidance have been thoroughly shared via phase briefings in Teams as well as through documentation, including school's own procedures Reporting of test results to the NHS (online or via phone) is mandatory Reporting to school is also necessary via the email address that has been set up for this purpose Parents will be advised about lateral flow testing of staff to raise awareness and so that they are ready for if and when a bubble needs to close</p>	
	<ul style="list-style-type: none"> <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 letter from the Govt. resources.)</li> </ul>			
	<ul style="list-style-type: none"> <li>✓ Persons 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.</li> </ul> <p>The two test days have been decided (3-4 days apart). (It is recommended that one of these test days is Monday.)</p>		<p>Staff (whether part-time or full-time) will test themselves each Sunday and Wednesday evening at least 30 minutes before food or drink (and not in the mornings as suggested by national guidance – to ensure that there is time to repeat tests should there be a void outcome; also gives school time to respond to a positive test with a contingency plan)</p>	
	<ul style="list-style-type: none"> <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</li> </ul> </li> </ul>		<p>All staff have been advised that a negative test is a reason to change our behaviour: the chance is that it could be a false negative, so staff, pupils and parents must continue to socially distance and take all other precautions already in place in school</p>	

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<p>compliance with the requirements of the national lockdown, and they must continue observing covid rules within school, and social distancing and good hand hygiene outside the workplace.</p> <ul style="list-style-type: none"> <li>○ The testing programme does not replace current (PCR) testing policy for those with symptoms.</li> </ul>			
	<p>✓ Appropriate action is taken in the event of:</p> <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>		<p>All positive lateral flow tests will need to be reported immediately via phone to KC (YS in KC's absence) Staff showing a positive lateral flow test will need to immediately self-isolate for ten days, alongside anyone who they live with; anyone in a support bubble will also need to self-isolate Positive cases will result in internal track and trace systems and closing down of relevant bubbles All staff will be informed of a positive test within school via email (or text for kitchen, cleaning and lunch staff) Two void tests result in the need to book a Covid test and the bubble will shut until results are confirmed Any Covid symptoms arising between the lateral flow testing times should follow normal procedures, e.g. if you have symptoms on a Tuesday, book a 'normal test'</p>	
	<p>✓ Necessary records of testing are kept.</p>			
Hygiene – General	<p>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:</p> <ul style="list-style-type: none"> <li>* On arrival at school (whole class)</li> <li>* When hands are dirty (fruit/paint/sticky/etc.)</li> <li>* After using the toilet (whole class)</li> <li>* After sneezing or coughing</li> <li>* After breaks and lunch time play outside (whole class)</li> <li>* Before milk and fruit and eating lunch (whole class)</li> <li>* Before leaving home (whole class)</li> </ul>	✓	<ul style="list-style-type: none"> <li>▪ Social distancing to be put in place for handwashing</li> <li>▪ Appropriate signage is in place for pupils and staff with visual prompts</li> <li>▪ Communication with all staff, pupils and parents re expectations</li> <li>▪ Additional hand basins in place where pertinent (with 30s handwashing stipulations in cold water)</li> <li>▪ Pupils to be regularly reminded to catch coughs and sneezes with a tissue or elbow</li> <li>▪ EYC: Children are reminded not to put their fingers, pencils, toys etc. in their mouth</li> <li>▪ Given EYC's handwashing routine, over the</li> </ul>	LOW

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<p>Note: Electric hand dryers may be used in schools</p> <p>* 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.</p> <p>• 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. The school may feel it is appropriate to relax their uniform policy whilst only certain categories of pupils are attending.</p> <p>* <a href="#">Posters</a> 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.</p> <p>✓ 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 are 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</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>day, pupils will wash their hands at a minimum of 5 times a day.</p> <ul style="list-style-type: none"> <li>▪ Pupils are encouraged not to wear face masks, with clear information given about hygiene and protocols; however, they will not be refused</li> <li>▪ Covered bins in each class and cloakroom</li> <li>▪ Plastic bags available in school for emergency use</li> <li>▪ Face coverings will be used by staff for movement around school, at the start and end of days when interacting with parents and for use in smaller enclosed spaces, where social distancing between staff and visitors cannot be guaranteed. Face coverings do not take the place of social distancing expectations</li> <li>▪ All pupils expected to wear full school uniform</li> <li>▪ Child-friendly signage in place</li> <li>▪ Protocols in place for reminding children of hygiene rules</li> <li>▪ Hand sanitizers available in all classrooms and around school (60%+ alcohol based sanitiser)                         <ul style="list-style-type: none"> <li>○ Office</li> <li>○ Reception</li> <li>○ Entrance to staffroom</li> <li>○ Site managers room</li> <li>○ KS1 area</li> <li>○ KS2 area</li> <li>○ EYC</li> </ul> </li> </ul>	

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
	alternative.		<ul style="list-style-type: none"> <li>○ Hall – between Learning Mentor and DHT room</li> <li>▪ Soap dispensers are filled daily and soap and water are the preferred choice</li> <li>▪ Soap and cold water available in classrooms (30 secs handwashing with cold water)/ warm water in toilets and soap available in toilets</li> <li>▪ Sinks to be cleaned more regularly – site manager and staff</li> <li>▪ Availability of paper towels and soap – resources to be available in classrooms (Children MUST be monitored on how many towels they are using as the cost of these is immense)</li> </ul>	
	✓ Arrangements for dealing with bodily fluids are in place. The risk assessment has been completed and appropriate disposal procedures are in place.	✓	<ul style="list-style-type: none"> <li>▪ RA shared with all staff before reopening via MyConcern - <a href="#">appendix h</a></li> </ul>	
	<p>✓ The best choice of bins for used tissues is a lidded bin with a pedal as you will not need to physically touch the bin lid and the tissues will be safely stored.</p> <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>▪ Labelled pedal bins in each classroom/ all other areas in use – by door so that they can be accessed by site manager/ cleaners to be emptied and cleaned on a regular basis (after each teaching session)</li> <li>▪ Tissues are replenished at the start of each day or if running low – alert site manager</li> <li>▪ Expectations shared with staff and pupils, including hand washing</li> <li>▪ Other, non-lidded bins are emptied when half-full</li> </ul>	
	✓ Sufficient ongoing enhanced cleaning in areas occupied by staff and pupils. Any unoccupied areas due to fewer pupils being in school can be cleaned less regularly and secured and/or signed to	✓	<ul style="list-style-type: none"> <li>▪ COSHH training up to date for site manager and cleaners</li> <li>▪ Additional cleaning contract for daily deep</li> </ul>	

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>restrict access.</p> <p>A list of touch points and surfaces that will receive regular cleaning has been created. These will include door handles, WC flush handles, WC vanity surfaces, taps, push plates, dining tables, door and gate entry systems, photocopier control panels, banisters, chairs, light switches.</p> <p>Frequently touched surfaces and touch points are cleaned using sanitizing chemicals.</p> <p>The frequency of necessary cleaning has been identified. More frequent cleaning is required of rooms / shared areas that are used by different groups.</p>		<p>cleaning at the end of each day: Carpets and floors will be spot hoovered and mopped daily; all hard surfaces will be cleaned thoroughly; desks and chairs wiped down daily</p> <ul style="list-style-type: none"> <li>▪ All touch points will be thoroughly cleaned</li> <li>▪ Alcohol sanitising wipes and spray/cloths for surface and equipment cleaning by staff and pupil encouraged to clean personal use of equipment/areas, with essential hand washing afterwards</li> <li>▪ Each classroom be provided with gloves and disinfectant spray in case a pupil coughs or sneezes on a piece of equipment</li> <li>▪ All hard surfaces to be wiped daily.</li> <li>▪ Staff will wipe communal touch points regularly though the day (corridor lights switches and doors) break and lunch in addition to the daily clean by site staff.</li> <li>▪ Toilets thoroughly cleaned daily which will include daily wiping down of all cubicles, tiles and sinks</li> <li>▪ <a href="#">Tightening up of cleaning regimes and wiping down of equipment</a></li> </ul>	
	<p>✓ Wherever possible contactless payments are accepted on site rather than cash. In the event that this isn't possible, office staff should wash or sanitise their hands immediately after handling any coins.</p>	✓	<ul style="list-style-type: none"> <li>▪ Currently school operates a cash-only system. Parents have been advised to send cash in a sealed envelope via the pupils.</li> <li>▪ Costings for online payment systems are being sought</li> </ul>	
Hygiene – Classroom group bubble	<p>✓ 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.</p>	✓	<p>Staff to highlight items to be removed prior to children's arrival</p> <ul style="list-style-type: none"> <li>▪ Be mindful of using plastic toys and resources. These resources need to be cleaned more. Plastic toys with intricate parts are difficult to clean and are better avoided</li> <li>▪ Preferable, wooden toys and resources are used (add limited plastic small world play toys to it)</li> <li>▪ Rummaging for resources should be limited (craft/collage)</li> <li>▪ No soft toys or toys with fabric</li> </ul>	LOW

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<p>✓ Unnecessary items are removed from classrooms and other learning environments where there is space to store it elsewhere as this reduces the amount of cleaning required.</p> <p>✓ Teaching staff may wish to clean articles or areas within the classroom during the school day e.g. books after being touched by pupils, touch points within their class, e.g. in the event a pupil has dropped a used tissue on a table: It is safest that teaching staff use sanitising wipes for this purpose. If other cleaning chemicals are used then additional COSHH risk assessments, training and PPE may be required. These chemicals should be purchased in the dilution ready for use, kept in the original bottles and stored securely within the classroom.</p> <p>✓ Teachers wash or sanitise their hands before and after handling pupils' books.</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> <li>▪ The EYC home corner will be running in a very limited way (Theme: cleaning/washing, no food items or dressing up clothes)</li> <li>▪ In the EYC Hub, tables are moved to the carpeted area so the children can play on a smooth surface which can be cleaned regularly</li> <li>▪ EYC cloakroom will be used as normal, however, children will be sent in small groups</li> <li>▪ Furniture that is not needed will be removed and stored in the main hall (not in use) to increase capacity for social distancing measures and to raise safety levels – classrooms have been measured</li> <li>▪ Sanitising wipes available in each space</li> <li>▪ Disinfectant spray</li> <li>▪ Staff in the bubble are encouraged to wipe areas that are frequently used by class members such as light switches, taps, door handles.</li> <li>▪ Items will need to be wiped if a child coughs or sneezes on them.</li> <li>▪ Cleaning spray and cloths will be stored securely in classroom cupboards, these will not be left out in the classroom as per our health and safety risk assessments</li> <li>▪ Staff are made aware of which cleaning products they may use</li> <li>▪ Handwashing must ensue after handling of books</li> <li>▪ If reading books are taken home they should not be brought back daily but stay at home until Thursday, then brought back to school and put into an allocated box within a classroom until cleaned or enough time has passed for virus to not be present (4 days) New reading books sent home on Mondays</li> <li>▪ Disposable gloves are available for all staff</li> <li>▪ EYC: Reading folders are brought on a daily basis and are stored in the pupils' tray and reading books will be put in an allocated box,</li> </ul>	

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>when finished and new books (from the reading trolley) will be given out. The books are returned to the reading trolley after enough time has passed for virus to not be present (4 days).</p> <ul style="list-style-type: none"> <li>Library books are sent home once a week (Friday) and returned books will be stored in a box for 4 days after which they will be tidied.</li> </ul>	
	<p>✓ 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.</p> <p>Staff and pupils have their own pencils and pens, which are not shared. Consider labelling items with pupils' names.</p>	✓	<ul style="list-style-type: none"> <li>Zip bags ordered for personal equipment for KS2 pupils – labelled and kept on pupil's identified table; prepared before reopening</li> <li>Trays for KS1 pupils</li> </ul>	
	<p>✓ 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.</p>	✓	<p>Staff-led</p> <ul style="list-style-type: none"> <li>Mentally 'risk assess' each activity – in terms of appropriateness for playing and then cleaning</li> <li>Shared resources and toys within the bubble will be washed in soapy water at the end of the session/day especially in KS1 and EYFS.</li> </ul>	
	<p>✓ 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 unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p>	✓	<p>Other shared resources where possible will be wiped clean throughout the day at regular intervals. In the event that someone touches someone else's things then facilities these will be washed and hand washing directed</p>	
	<p>✓ Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery. Bags are allowed.</p>	✓		
	<p>✓ The amount of shared resources that are taken home are limited.</p>	✓	<ul style="list-style-type: none"> <li>Resources not to be taken home, except for reading books</li> <li>EYC: Resources not to be taken home, except for reading books and paper-based craft work.</li> </ul>	
	<p>✓ Ensure that reusable drinking cups are not shared between pupils. Consider replacing reusable drinking cups with disposable cups.</p>	✓	<ul style="list-style-type: none"> <li>Disposable cups available</li> <li>Personal water bottles must be kept in bags under the pupil's chair</li> <li>EYC: Pupils will have their own named cup which will be cleaned regularly</li> </ul>	

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	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>▪ Singing risk assessment in place and shared</li> <li>▪ Poster signage in place and expectations regularly shared</li> <li>▪ EYC: Two toilets will be allocated to girls, two to boys so there less lifting of seats.</li> <li>▪ EYC will have a timetable for toilet times although children will always be allowed to go to the toilet.</li> <li>▪ Extra cleaning of the toilet area is needed.</li> <li>▪ When pupils soil themselves and are without medical needs, parents are contacted to come and collect them.</li> <li>▪ A RA for pupils who soil (SEND) has been done</li> </ul>	
PPE ( <a href="#">Reference</a> )	<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 settings follow Public Health England's personal protective</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>▪ PPE has been sourced following guidelines:</li> <li>▪ Gloves/ Aprons/ Face masks/ Protective glasses/visors</li> <li>▪ <a href="#">Reference</a> <b>appendix g</b> – instructions shared with staff</li> <li>▪ Stored in school office, secure classroom cupboards and nominated toilets for SEND pupil changing</li> <li>▪ Medical procedures such as changing feeding tubes etc. where there may be other bodily fluids involved are N/A</li> </ul>	<p style="text-align: center;">LOW/ MEDIUM</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
	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>• The Head Teacher has determined whether to ask staff or visitors to wear, or agree to them wearing face coverings in circumstances where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms. Note that some individuals are exempt from wearing face coverings. (Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided).</li> <li>• Staff will now have access to face coverings due to their increasing use in wider society. However, 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> <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>		<ul style="list-style-type: none"> <li>▪ Social distancing rules to be followed at all times. Visitors not to enter classrooms but to be admitted to allocated rooms that have sufficient space and ventilation</li> <li>▪ Face coverings will be used by staff for movement around school, at the start and end of days when interacting with parents and for use in smaller enclosed spaces, where social distancing between staff and visitors cannot be guaranteed. Face coverings do not take the place of social distancing expectations</li> <li>▪ Visors agreed for extremely critically vulnerable and extremely vulnerable staff based on interactions between pupils and intrusion on 2-metre distancing</li> <li>▪ Face masks are available for emergencies</li> </ul>	LOW
Reducing number of touchpoints	✓ 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.	✓	<ul style="list-style-type: none"> <li>▪ Touch screen signing in system not used</li> <li>▪ Key pad reduced for entry – admission by office staff or use hand sanitiser, available in</li> </ul>	LOW

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> <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>	✓	the foyer	
	<ul style="list-style-type: none"> <li>Consider whether drinking fountains need to be taken out of action.</li> </ul>	N/A	N/A	
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>	✓	<ul style="list-style-type: none"> <li>Surgical face masks available from office</li> </ul>	LOW
<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>	✓	<ul style="list-style-type: none"> <li>School re-opening plan has been shared with all parents, including clear expectations and information linked to the safe re-opening of school</li> </ul>	LOW
	<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 transport where possible. Consider undertaking a parental survey on their typical mode of travel. Consider staggered start times to enable more public transport journeys to take place outside of peak hours.</li> </ul>	✓		
	<ul style="list-style-type: none"> <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>	✓		
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>	✓	<ul style="list-style-type: none"> <li>Draft re-opening plan has been shared with parents and final plan will be shared with 24.8.20</li> <li>Continuation of normal school times during lockdown (set up in September 2020 – see below)</li> <li>Staggered exit times (and EYC entrance times) - timetable attached - <b>appendix I</b> to accommodate pupils in more than one year group</li> </ul>	LOW

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<p>✓ 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.</p> <p>✓ Break times including lunch are staggered so that all pupils are not moving around the school at the same time.</p>	<p>✓</p> <p>✓</p>	<p>▪ 4x different school gates used to enter different year groups at a social distance</p> <p>▪ 2m chevrons on pathways and arrows to indicate one way system</p> <p>▪ Waiting areas marked outside school gates</p> <p>▪ Parents/carers to be advised within letter and checklist sent out prior to reopening</p> <p>▪ Staggered exit system in place, with different year groups finishing at slightly different times – all parents informed (school day not reduced, rather lunch times altered)</p> <p>▪ SLT member(s) to monitor at key times of day</p> <p>▪ One parent per family</p> <p>▪ Parents not to pick up a child from another household unless part of a support bubble</p> <p>▪ Chevrons/ arrows in place on pathways/drive</p> <p>▪ One-way system</p> <p>▪ Timetable in place for different class bubbles on playground/ field and in dining areas</p>	
Foyer / Reception	<p>✓ Consider marking the ground directly outside the front entrance with tape or temporary paint at 2 metre intervals and display instructional signage.</p> <p>✓ 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.</p> <p>✓ 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)</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>▪ Ground marked outside entrance</p> <p>▪ Pathways and driveways are marked with 2m distance lines, within a one-way system</p> <p>▪ Signage in place</p> <p>▪ Foyer very small - no entrance to foyer by parents or pupils. Parents to communicate by email or phone</p> <p>▪ No entry signage</p> <p>▪ Visitors only if urgent– only one in foyer at any time – signage in place re protocols (e.g. educational psychologists, child and adult mental health services (CAMHS), behavioural support etc – but defer to phone and email communication)</p>	LOW

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
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), so that where contact is unavoidable, this happens between the same individuals.</li> </ul>	✓	<ul style="list-style-type: none"> <li>2x admin staff (SBM/Admin assistant)</li> <li>Staff wherever possible will not enter the office to ensure distancing and will communicate from the doorway/ via intercoms</li> <li>Home working available where appropriate</li> </ul>	
	<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>2 metre distancing in place in school office</li> <li>Sanitising wipes and disinfectant spray available</li> <li>Staff to wipe areas that are frequently used/ touch points</li> <li>Cleaning spray and cloths will be stored securely in office cupboards, these will not be left out as per our health and safety risk assessments</li> <li>Staff are made aware of which cleaning products they may use</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>	✓	N/A	
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> </ul>	✓	<ul style="list-style-type: none"> <li>Teams is set up for all staff across school; Zoom is also used where pertinent</li> <li>All staff extra-bubble interaction to be virtual wherever possible – Microsoft Teams</li> <li>Microsoft Teams, Class Dojo and Tapestry (EYC) are used as online remote learning platforms across school</li> <li>A home visits risk assessment and protocol has been developed by NCC and adopted by school for home visits during the pandemic</li> </ul>	LOW
	<ul style="list-style-type: none"> <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> </ul>	✓	<ul style="list-style-type: none"> <li>Designated meeting areas have been allocated with sufficient room for distancing</li> </ul>	
	<ul style="list-style-type: none"> <li>Pens, documents and other objects are not shared.</li> </ul>	✓		

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	<ul style="list-style-type: none"> <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>✓</p> <p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> <li>Outdoor courtyard, resources room and hub</li> </ul>	
Staff room	<ul style="list-style-type: none"> <li>Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. Staff can continue to use the staff room if they apply social distancing measures:                             <ul style="list-style-type: none"> <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> </li> </ul>	<p>✓</p>	<ul style="list-style-type: none"> <li>Staggered breaks</li> <li>Additional staff area allocated (Resources Room)</li> <li>All areas with seating 2m apart</li> <li>Signage up for guidance</li> <li>Staff to make sure all cups etc are put in dishwasher and surfaces wiped before next bubble arrives</li> <li>Staff to wear face masks in staff room during key times</li> <li>EYC: Staff not to gather in the kitchen</li> <li>Limited use of communal areas (2x staff in staffroom at a time)</li> </ul>	LOW
	<ul style="list-style-type: none"> <li>Notices promoting hand hygiene and social distancing are visibly placed in the staff room.</li> </ul>	<p>✓</p>	<ul style="list-style-type: none"> <li>Signage up</li> </ul>	
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>	<p>✓</p>	<ul style="list-style-type: none"> <li>Limited movement around school, except for lunchtimes or intervention groups to allocated areas</li> <li>All pupils to be supervised by a link adult</li> <li>Main access to classrooms from playground. Timetable should mean that bubbles do not meet in cloakrooms/around school</li> <li>EYC: EYC pupils will stay in the EYC unit as much as possible and EYC garden. The school ground will be used for a Wednesday Walk, excluding the play equipment</li> </ul>	LOW
	<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>	<p>✓</p>	<ul style="list-style-type: none"> <li>Staff to share explicit 'movement' expectations with pupils, with constant reinforcement of these rules</li> </ul>	

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Classrooms	<p>✓ Small adaptations are made to the classroom to support distancing where possible. This include:</p> <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> <p>✓ Bubble sizes are kept as small as possible noting that fewer pupils per bubble will mean a greater number of bubbles and therefore greater number of staff on site.</p> <p>✓ Ideally, adults maintain a 2-metre distance from each other, and from children. They avoid close face to face contact and minimise time spent within 1 metre of anyone.</p> <p>This will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support are provided as normal.</p> <p>This is not likely to be possible with younger children however teachers can still work across groups if that is needed to enable a full educational offer.</p> <p>Social distancing should be encouraged between pupils wherever possible if this doesn't adversely affect learning.</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>Classrooms adapted as necessary to support distancing</p> <ul style="list-style-type: none"> <li>▪ Class or phase bubbles in place with link staff</li> <li>▪ 2m zone at front of class for staff social distancing</li> <li>▪ EYC: The sand table (filled with saw dust) and water table are placed so that children are playing side-by-side or at an angle, not facing each other.</li> </ul> <p>✓ Class sized bubbles in KS1 and KS2 (up to 30 pupils)</p> <p>✓ EYC bubble (up to 56 pupils)</p> <p>✓ During National Lockdown and increased risk of infection, bubbles of key worker and vulnerable pupils are capped at 15 and are lower in most cases, with all other pupils learning from home. No mixing of year group bubbles, including staff wherever possible</p> <p>✓ Blended learning will take place – with a mixture of live and recorded lessons for those pupils working at home, with daily registers taken to monitor engagement</p> <p>✓ Staff will only bring own pupils in emergency and they will be distanced from the class for an isolation period</p> <ul style="list-style-type: none"> <li>▪ Clear protocols in place</li> <li>▪ Limited mixing of staff within bubbles</li> <li>▪ Complex needs timetable of provision in place (with risk assessments)</li> <li>▪ Face coverings will be used by staff for movement around school, at the start and end of days when interacting with parents and for use in smaller enclosed spaces, where social distancing between staff and visitors cannot be guaranteed. Face coverings do not take the place of social distancing expectations</li> <li>▪ Pupils spaced out within the class at 2m distance wherever possible</li> <li>▪ 2metre distance between teacher at front of</li> </ul>	<p>LOW/ MEDIUM</p>

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	e.g. where there are fewer pupils in the class, they could be spaced out more. The 2-metre distance to the teacher at the front of the class may be easier to implement with the front row of desks vacant, assuming that the teacher does not need to raise their voice.		class to be implemented	
	<ul style="list-style-type: none"> <li>✓ All teachers and other staff can operate across different classes in order to facilitate the delivery of the school timetable. (Note that 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>✓ Review staff crossing bubbles particularly when they can't socially distance from others. Rota changes are best undertaken at weekends</li> </ul>	✓	<ul style="list-style-type: none"> <li>▪ Limited mixing of staff within bubbles</li> <li>▪ SEND TA timetable in place with limited 'crossing' of bubbles</li> <li>▪ Clear social distancing expectations in place</li> <li>▪ Staff crossing bubbles to support a vulnerable child are to wear a visor</li> <li>▪ During lockdown, staff crossing bubbles is restricted, unless entirely necessary. Support timetables have been revised</li> </ul>	
	✓ The bubble groups (pupils) do not mix with other bubble groups throughout the school day.	✓	<ul style="list-style-type: none"> <li>▪ No mixing of bubble groupings; curriculum has been adapted accordingly</li> </ul>	
	✓ Classrooms are accessed directly from outside where possible.	✓	<ul style="list-style-type: none"> <li>▪ Playground entrances in use</li> <li>▪ Pupils access classrooms via these entrances (in strict turn) and not through the main school entrance</li> <li>▪ Limited use of communal areas (2x staff in staffroom at a time – do we need a lunchtime rota?)</li> <li>▪ Staff to access classrooms using external doors with use of main entrance limited to KC/YS, office staff and site manager wherever possible</li> </ul>	
	✓ 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.	✓	<ul style="list-style-type: none"> <li>▪ Bubbles allocated to a classroom and an intervention space</li> <li>▪ Specialist areas (e.g., Art Hub) to be cleaned adequately in between usage</li> </ul>	
	* Pupils who routinely attend more than one setting on a part time basis have been identified and additional measures put in place as necessary.	N/A	<ul style="list-style-type: none"> <li>▪ EYC: to minimise the risk, pupils cannot be part of more than one setting.</li> </ul>	

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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> <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> </li> </ul>	✓	<ul style="list-style-type: none"> <li>▪ Lunchtime timetable in place with staggered times within different 'zones'</li> <li>▪ Dining hall to be used for EYFS and Year 3</li> <li>▪ School hall to be zoned in half and used for Year 1 and Year 2, then Year 5 and Year 6 on staggered times</li> <li>▪ Year 4 to eat in classroom for first half-term (consider rota) to ensure all year groups eat lunch within a fixed time frame so as not to affect the school teaching times</li> <li>▪ Strict cleaning to take place between any bubble usage – protocols shared with midday supervisors, allocated to individual bubbles</li> <li>▪ Playground and field rota</li> <li>▪ Catering staff wear masks and visors</li> </ul>	LOW
Curriculum: 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> </ul> </li> <li>✓ <a href="#">P112 Practical activities for children in locally locked down areas.</a></li> </ul>	✓	<ul style="list-style-type: none"> <li>▪ Guidance shared with all teaching and support staff</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.</li> <li>✓ Competition between different schools do not take place, in line with the local restrictions on grassroots sport.</li> <li>✓ Outdoor sports are prioritised where possible, and large indoor spaces used where it is not. Contact sports are avoided. The school only provides team sports on the list available at <a href="#">return to recreational team sport framework</a>.</li> <li>✓ Activities such as active miles, making break times and lessons</li> </ul>	✓	<ul style="list-style-type: none"> <li>▪ School field and playground to be used for outdoor sports</li> <li>▪ Ventilated large hall can be used for bubble PE, with strict cleaning to take place between any bubble usage</li> <li>▪ Sports Coach advised of school protocols; will take lessons outside wherever possible</li> <li>▪ Active travel encouraged</li> <li>▪ Daily jog introduced</li> <li>▪ Outdoor zones in place for playtimes for individual bubbles</li> <li>▪ Sports equipment cleaned thoroughly after each bubble use – wipes supplied</li> </ul>	LOW

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	<p>active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing.</p> <p>✓ Distancing is maximised between pupils as much as possible during all activities.</p> <p>✓ 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.</p> <p>✓ Scrupulous attention is paid towards cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. Sports equipment thoroughly cleaned (or kept in quarantine for 72 hours) between each use by different individual groups.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		
Curriculum: Music, dance and drama in school School hall	<p>✓ Singing, wind and brass playing do not take place in larger groups. In smaller groups as additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space, the mitigations should be assessed to see whether they are adequate.</p> <p>✓ 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.</p> <p>✓ 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.</p> <p>✓ Playing instruments and singing in groups take place outdoors wherever possible.</p> <p>✓ 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</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> <li>▪ Following up to date government guidance – shared with staff, including advice on music, dance and drama sessions</li> <li>▪ Nottingham Music Hub liaison and risk assessments in place</li> <li>▪ Lessons outside where possible, otherwise use ventilated school hall with social distancing measures</li> <li>▪ <a href="#">Virtual Nottingham Music Hub sessions are accessed during period of lockdown</a></li> </ul>	<p>LOW</p>

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	<p>social distance. It is important to ensure good ventilation.</p> <p>✓ Singing, wind and brass playing do not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences*) and strict social distancing can be maintained. Teachers do not provide physical correction.</p> <p>In the smaller groups where these activities can take place, pupils are either:</p> <ul style="list-style-type: none"> <li>○ Positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Wind and brass players are positioned so that the air from their instrument does not blow into another player.</li> <li>○ Otherwise a 2 metre social distancing must be maintained.</li> </ul> <p>✓ * This may be impossible to measure.</p> <p>✓ Shared equipment is avoided wherever possible. Name labels on equipment have been considered to help identify the designated user. Handling of music scores, parts and scripts is limited to the individual using them. If instruments and equipment have to be shared, they are disinfected regularly.</p> <p>✓ Increased handwashing is undertaken before and after handling equipment, especially if being used by more than one person.</p> <p>✓ The number of suppliers when hiring instruments and equipment is limited. Hired equipment, tools or other equipment is cleaned on arrival and before first use.</p>	<p>✓</p> <p>✓</p> <p>✓</p>		
School hall	<p>✓ Large gatherings such as assemblies or collective worship with more than one bubble group are avoided.</p> <p>✓ Halls, dining areas and internal and external sports facilities for exercise may be used by single bubble groups with adequate cleaning between the groups.</p>	<p>✓</p>	<ul style="list-style-type: none"> <li>▪ No assemblies in hall. Class assemblies or virtual assemblies</li> <li>▪ Large hall can be used for bubble PE, with strict cleaning to take place between any bubble usage</li> </ul>	
Pupil toilets	<p>✓ Wherever possible, individual groups of pupils (the bubble) are allocated their own toilets. This ideally would be their own toilet</p>	<p>✓</p>	<ul style="list-style-type: none"> <li>▪ Individual class bubbles are allocated their own toilet</li> <li>▪ Wipes to be used to clean in between use and</li> </ul>	<p>LOW</p>

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	<p>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).</p> <p>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.</p>		<p>disposed of in lidded bins</p> <ul style="list-style-type: none"> <li>▪ Regular cleaning of toilet cubicles by adults</li> <li>▪ EYC: Two toilets will be allocated to girls, two to boys so there less lifting of seats.</li> <li>▪ EYC will have a timetable for toilet times although children will always be allowed to go to the toilet.</li> <li>▪ Extra cleaning of the toilet area is needed: morning clean, 10:30 and during lunch time (by EYC staff, mop + bucket supplied by site manager).</li> <li>▪ When pupils soil themselves and are without medical needs, parents are contacted to come and collect them.</li> </ul>	
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> <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> <li>✓ Pupils playing outside are encouraged to undertake non-touch activities wherever possible. Groups of pupils do not mix.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Liaison between bubbles re timetable of outdoor activities</li> <li>▪ When there is poor weather, activities and breaks will take place in 'bubble' classrooms</li> <li>▪ Suitable play equipment to be identified and allocated to bubbles</li> <li>▪ Trim trails, monkey bars and climbing wall to be allocated to bubbles</li> <li>▪ Each bubble to be given its own playtime equipment which is cleaned at the end of the break</li> <li>▪ Pupils reminded before playtime breaks</li> <li>▪ Bubble play zones identified</li> <li>▪ Suitable non-touch games to be identified and shared with staff</li> </ul>	LOW
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 operated as normal as long as they are within a single room and supplemented by an outdoor air supply).</li> <li>✓ Further advice available <a href="#">here</a> (HSE) and <a href="#">here</a> (CIBSE).</li> </ul>	✓		

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	<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> </ul> </li> <li>✓ <b>Opening external doors</b> where there are no security concerns and where it doesn't create uncomfortable drafts.</li> </ul>	✓	<ul style="list-style-type: none"> <li>▪ Windows open where possible</li> <li>▪ Fans available</li> <li>▪ <a href="#">Parents to be notified that children are allowed to wear an additional layer in class for warmth</a></li> </ul>	
	<ul style="list-style-type: none"> <li>✓ To balance the need for increased ventilation <b>while 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> </ul> </li> <li>✓ <b>Rearranging furniture</b> where possible to avoid direct drafts.</li> </ul>	✓		
	<ul style="list-style-type: none"> <li>✓ Heating is used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> </ul>	✓		
Breakfast and After School Clubs <a href="#">(Reference)</a>	<ul style="list-style-type: none"> <li>✓ Where possible, breakfast club and after school provision is provided to help support the children of critical workers.</li> <li>✓ Schools keep children within their day bubbles where possible in these clubs. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</li> </ul>	✓	<ul style="list-style-type: none"> <li>▪ Breakfast Club to resume 7.9.20 – bubble zones set up in hall and dining hall following clear school protocols</li> <li>▪ <a href="#">Breakfast Club is in place for pupils of keyworkers and vulnerable pupils (6.1.21)</a></li> </ul>	LOW
Hiring out the school facilities	<ul style="list-style-type: none"> <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</li> </ul>	✓	<ul style="list-style-type: none"> <li>▪ Following updated government guidance</li> <li>▪ Risk assessment from sports coach supplier acquired and school risk assessment shared</li> <li>▪ RA shared with necessary external bodies, e.g.</li> </ul>	

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	they complement the school's risk assessment measures and they have had due regard to any other <a href="#">relevant government guidance</a> .		Music Hub	
<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> </ul>	✓	<ul style="list-style-type: none"> <li>Trained staff in school where relevant. Training in place and further training booked for SEND provision</li> </ul>	LOW
	Sufficient Physical Intervention trained staff are on site (see "other issues" below)	✓	<ul style="list-style-type: none"> <li>Sufficient staff on site</li> <li>Emphasis is on de-escalation and wherever possible children will not be handled. Every alternative must have been tried first unless there is a real danger to themselves or others. PPE is available for staff if having to PH</li> <li>HT/DHT to review provision/targets and support staff in managing the de-escalation</li> </ul>	
	<ul style="list-style-type: none"> <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>	✓		
Supervision	<ul style="list-style-type: none"> <li>Supervision ratios are met (for identified individual pupils)</li> </ul>	✓		LOW
First Aid	<ul style="list-style-type: none"> <li>Adequate number of first aiders (FAW / EFAW) are on site.</li> </ul>	✓	<ul style="list-style-type: none"> <li>FAW/EFAW on site</li> <li>Majority of staff are First Aid at Work trained</li> </ul>	LOW
	<ul style="list-style-type: none"> <li>Adequate number of paediatric first aiders are on site.</li> </ul>	✓	<ul style="list-style-type: none"> <li>4x paediatric first aiders</li> <li>Paediatric first aider in EYFS as per guidelines.</li> <li><a href="#">Early years foundation stage: coronavirus disapplications - appendix k</a> - and associated risk assessment -</li> </ul>	
Medication	<ul style="list-style-type: none"> <li>Necessary pupil medication has been returned to school.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Inhalers/ epi-pens, etc</li> <li>Parents are contacted re out of date medication, inhalers</li> <li>Up to date medication list in place</li> <li>First aid kits in each classroom and space – any first aid at lunchtime must be dealt with within a class bubble</li> </ul>	LOW
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>	✓		LOW

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
<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> <li>Revise legionella routine tasks – many more taps will be classed as rarely used outlets</li> </ul>	✓	<ul style="list-style-type: none"> <li>Water flushing and legionella checks up to date/ Log book up to date</li> </ul>	LOW
Fire Procedures	<ul style="list-style-type: none"> <li>Fire drills are undertaken as normal.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Fire drill planned for wb 20.9.20 then termly</li> </ul>	LOW
	<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> during the evacuation between anyone and between members of the same bubble group at the assembly point).</li> </ul>	✓	<ul style="list-style-type: none"> <li>Updated fire procedures re-shared with all staff and pupils</li> <li>Assembly points reviewed and re-painted</li> </ul>	
<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 the new rules and routines, setting clear, reasonable and proportionate expectations of pupil behaviour. These have been communicated to staff, pupils and parents/carers. The consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions have been set out clearly at the earliest opportunity. This is particularly the case when considering restrictions on movement within school and new hygiene rules (see also SEND section below).</li> </ul>	✓	<ul style="list-style-type: none"> <li>Behaviour policy in the main part to remain the same as all children, staff and parents know the expectations of this, with amendment to recognise the need to support pupils who may exhibit problematic behaviours as a response to trauma they may have experienced during lockdown</li> <li>Online learning expectations have been set and shared with pupils and parents. Where pupils are not behaving online, during remote learning sessions, staff to make phone calls to parents</li> </ul>	LOW
	<ul style="list-style-type: none"> <li>The school will work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Positive handling avoided and parent called to take pupil home. In emergency, trained staff (KC/YS/LH/RS/NK/RP) must wear PPE gloves: face mask and eye glasses</li> </ul>	
SEND pupils	<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.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Individual risk assessments in place for SEND and LAC pupils</li> <li>Individual pupil provision timetables in place</li> </ul>	LOW

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> <li>The school uses their best endeavours to secure the special educational provision called for by the pupils' needs. The school work with families to deliver an ambitious curriculum noting that they may not be able to access remote education without adult support.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Phased entry for 2x EHCP pupils, for first full 3 weeks of term</li> <li>Support plans and provision timetables are in place</li> <li>Support services are engaged</li> </ul>	
	<ul style="list-style-type: none"> <li>Appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</li> </ul>	✓		
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>	✓	<ul style="list-style-type: none"> <li>Re-opening draft plan shared and explained with all staff</li> <li>Risk assessment shared</li> </ul>	LOW
<ul style="list-style-type: none"> <li>Schools have considered the potential concerns of staff who may be reluctant or anxious about being in school and the right support is in place to address this. This may include staff who have been in the clinically vulnerable health and BAME groups and families that have been personally affected.</li> <li>The school has discussed their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Staff and pupils identified</li> <li>Individual, including BAME ,interviews/ risk assessments have taken/ are in place and adaptations put in place in response to these</li> <li>Regular contact from SLT re re-opening</li> <li>There has been continued transparency throughout the Covid19 pandemic where pertinent information has been necessary to share to alleviate concerns</li> <li>Return to school induction sessions within INSET days</li> </ul>		
<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> </ul>	✓	<ul style="list-style-type: none"> <li>Bereavement – <b>appendix l</b> - and trauma policy – <b>appendix m</b> – shared</li> </ul>		
<ul style="list-style-type: none"> <li>Telephone counselling services are available.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Counselling provider details shared</li> </ul>		
<ul style="list-style-type: none"> <li>Appropriate support and contact is provided to staff who are home working, particularly for extended periods of time.</li> <li><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> </ul>	✓	<ul style="list-style-type: none"> <li></li> </ul>		

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> <li>Teaching assistants may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher Any redeployments are not at the expense of supporting pupils with SEND.</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>✓</p>	<ul style="list-style-type: none"> <li>Staff teams will need to cover any related absence; no cover taken from timetabled SEND provision</li> <li>All staff have been spoken to about their roles for Autumn Term, including those whose roles have changed in response to reduced mixing of staff in bubble groups (e.g., EAL support assistant)</li> </ul>	
Pupil welfare and mental health support ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>The <a href="#">Wellbeing for Education Return</a> programme and referrals to the local NHS children and young people's mental health service are made where pupils including vulnerable children are experiencing severe anxiety or depression as a result of the pandemic.</li> <li>The school has considered the provision of pastoral and extra-curricular activities to pupils, particular groups or individuals designed 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> </ul> </li> </ul>	<p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> <li>School reopening plan shared with parents</li> <li>Pupil and parent transition meetings have taken place with social distancing on the school field</li> <li>Home visits of targeted pupils have taken place</li> <li>Weekly phone calls have continued (until the end of Summer term)</li> <li>Risk assessment on school website</li> <li><a href="#">Emails and Class Dojo is being used for effective communication with parents; phone-calls to targeted families are ongoing, as well as home visits where contact can not be made</a></li> <li>Pastoral curriculum will commence in Autumn Term, linked to SCARF resources</li> <li>Wider pastoral curriculum will commence, including 'Recovery Curriculum'</li> </ul>	<p>LOW</p>

Hazard Aspect	Possible control measures	✓ if in place ✗ if not or n/a	Where: ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	Residual Risk rating High, medium, low
	<ul style="list-style-type: none"> <li>○ support pupils with approaches to improving their physical and mental wellbeing</li> </ul> <p>The school considers how they are working with school nursing services to support the health and wellbeing of their pupils.</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>		<ul style="list-style-type: none"> <li>▪ Follow anti bullying and equalities policies</li> <li>▪ Copies on website</li> </ul>	
<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.</li> </ul> <p>The remote education provided is equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided is as a minimum:</p> <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> </ul>	✓	<ul style="list-style-type: none"> <li>▪ Remote learning expectations, resources and CPD in place by end September 2020</li> <li>▪ Expectations within staff handbook and re-opening plan</li> <li>▪ Signposts to National Oak Academy planning</li> <li>▪ Remote learning policy shared with parent 6.11.20</li> <li>▪ <a href="#">Remote/ blended learning is in place for the majority of pupils, via Microsoft Teams, ClassDojo and Tapestry online platforms</a></li> </ul>	
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.</li> </ul> <p>Some training may be available via virtual learning (Teams, Zoom, Meet)</p> <p>Some refresher requalification training may be available via eLearning.</p>	✓	<ul style="list-style-type: none"> <li>▪ Safeguarding training log up to date</li> <li>▪ Some first aid at work training is outstanding – to be booked via a virtual learning offer</li> </ul>	LOW
	<ul style="list-style-type: none"> <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</li> </ul>	✓	<ul style="list-style-type: none"> <li>▪ FAW training for 3x is pending but there are sufficient trained staff on school site at all times</li> </ul>	

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>should be completed by 31 March 2021.</p> <ul style="list-style-type: none"> <li>The validity of current paediatric certificates first aid certificates which expired on or after 16 March 2020 can be extended to 25 November 2020 at the latest.</li> <li>There has been a formal 6 month period of grace given to settings for school staff to attend Physical Intervention training and re-certificate.</li> <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>			
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></li> <li>(Contact your Safety Adviser for advice)</li> </ul>	✓		LOW
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> <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> <li>When a vulnerable child is asked to self-isolate, schools notify their social worker (if they have one).</li> <li>If vulnerable children do not attend, the school: <ul style="list-style-type: none"> <li>works together with the LA and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance</li> </ul> </li> </ul>	✓	<ul style="list-style-type: none"> <li>A DSL will be on site at all times (there are 7 trained DSLs on the school staff)</li> <li>Time allocated</li> <li>Ongoing safeguarding training and updates to ensure safeguarding training log is up to date</li> </ul>	LOW
		✓	<ul style="list-style-type: none"> <li>Welfare of vulnerable pupils not in school is monitored on at least a weekly basis by school with liaison with the appropriate external agencies</li> <li>Home learning activities are provided for those</li> </ul>	

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>considering the child's circumstances and their best interests</p> <ul style="list-style-type: none"> <li>○ work together with the LA and social worker (where applicable) and other relevant partners to encourage the child or young person to attend educational provision, particularly where the social worker agrees that the child or young person's attendance would be appropriate</li> <li>● Where schools grant a leave of absence to a vulnerable child they will speak to parents and carers, and social workers (where applicable) to explore the reasons for this and any concerns raised. The discussions should focus on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home.</li> <li>● Where providers have had to temporarily stop on-site provision on public health advice, they inform the LA to discuss alternative arrangements for vulnerable children and young people and work towards welcoming back pupils as soon as possible, where feasible to do so.</li> </ul>		<p>vulnerable pupils who are unable to attend for a specific amount of time</p>	
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 not attending school.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Food vouchers are emailed to parents on a fortnightly basis</li> </ul>	
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> <li>● Updates are highlighted on the risk assessment and shared with staff.</li> </ul>	<p>✓</p>	<ul style="list-style-type: none"> <li>▪ Ongoing daily review and feedback within a small school is achievable and part of usual practice – via conversations in school and via email/phone calls</li> </ul>	<p>LOW</p>

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

† **Designated safeguarding leads (DSLs)**

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

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

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

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

**Reference Websites:**

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

<b>ASSESSED BY (Print name)</b> KATE CLIFFORD	<b>SIGNED</b> Kate Clifford	<b>DATE</b> 2.9.20
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