

Remember your take care space to take care of each other



Covid Risk Assessment

Location / Site	
East Bridgford St Peter's CE Academy	
Activity / Procedure	
RE-OPENING for all year groups / refresh throughout the term	
Assessment date	Insert date when assessment is being carried out
26/2/2021 – to be updated regularly	
version	Version 13
Fire Evacuation remains the same and current exits to be used. The Field is the designated evacuation point.	

Identify people at risk	YES or NO
Employees	YES
Children	YES
Visitors	YES
Contractors	Yes (if on site)

Government guidance states for schools states:

"The safety of children and staff is our utmost priority."

"The advice seeks to support staff working in schools, colleges and childcare settings, to deliver this approach in the safest way possible, focussing on measures they can put in place to help limit the risk of the virus spreading within education and childcare settings."

"In education, childcare and social care settings, preventing the spread of the coronavirus involves dealing with direct transmissions (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces.) A range of approaches and actions should be employed to do this."

Government guidance for parents concerning re-opening of schools states:

*"We have provided guidance and support to schools, colleges and child care settings on implementing protective measures in education and childcare settings to help them **reduce the risk of transmission as more children and young people return.**"*

"Whilst such changes are likely to look different in each setting, as they will depend upon individual circumstances, they are all designed to minimise risks to children, staff and their families.

Schools and colleges continue to be best placed to make decisions about how to support and educate their pupils during this period. This will include:

Consideration of the pupils' mental health and well being

Red texts are control measures from Government Guidance – Coronavirus (COVID-19); implementing protective measures in education and childcare settings published 2nd July 2020

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
1] Lack of social distancing in the classroom resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div><div>1. Minimise contact between individuals and maintain social distancing wherever possible.</div><div>2. Site manager/teachers to ensure desks are forward facing except EYFS.</div><div>3. Children sitting side by side not face to face.</div><div>4. Remove excess furniture to increase space if space to do so.</div><div>5. Children keep to their bubbles and super bubbles and minimise movement around school, as far as is possible.</div><div>6. Frequent social distancing reminders for the children.</div><div>7. Frequently refresh instructions how to line up, use of toilet, moving around the classroom.</div><div>8. Behaviour policy adapted and modelled by teachers regularly. Lots of positive language e.g. ‘make sure you have a take care space between you’ – lots of praise for adherence and reminders for non-compliance. Behaviour policy addendum with staff and governors shared. Policy doc on Teams.</div><div>9. Inform all staff of new policy additions and routines (consider virtual meetings) via Teams / staff meetings</div><div>10. Children isolated if cannot adhere to safety measures and spoken to regarding the need for social distancing. If this persists, policy action implemented.</div><div>11. Feedback – using large whiteboard and interactive whiteboard / children not to use</div><div>12. Mark out an area for the teacher – 2m distancing at front of room</div><div>13. Classrooms to be ventilated with open windows not fire exits. Thermal comfort may be required. Eg ventilation to acquire a temperature above 16 degrees.</div><div>14. Guidance on ventilation. Doc released October 2020 by NCC. Natural ventilation is preferred but to have adequate working temperatures. Advice from NCC is to bring additional clothing. Portable heaters require special consideration (risk of wires and hot surfaces).The risk of air-con units spreading coronavirus is extremely low. You can continue to use air-con units in the classroom. Prevent pockets of stagnant air in occupied spaces by fans or opening windows, internal fire doors and external fire exits kept closed.</div><div>15. Open windows from the top where possible, consider leaving the windows open over breaktimes/lunchtimes and close if thermal comfort is required.</div><div>16. Children to use same desk when returning each day.</div><div>17. Where possible outdoor learning will be encouraged. Staff to timetable outside spaces to avoid close contact.</div><div>18. Bags, coats and lunchboxes kept in the classroom. If using the cloakroom, keep to a minimum the number of children in the cloakroom at any one time.</div><div>19. Staggered school entry, break times, lunchtime, home times in place for September onwards.</div><div>20. Children to bring in their own water bottles and store under their desk. These need to be clearly labelled and full to begin with. Water machines will be wiped as required. Cups may be used with younger children.</div><div>21. Sitting on a carpet needs to be spread out far as possible.</div><div>22. PE outside where possible, hall may be used. *See PE measures</div></div>			

<p>23. Ensure clear access to all exits</p> <p>24. Trays to be 'managed' for the cleaning of touch surfaces of tables, including chair backs and sides of chairs to be cleaned eg trays away or on chairs whichever minimizes the movement around the classroom.</p> <p>25. All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2m from other adults. Try to minimise the number of interactions or changes wherever possible.</p>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
2] Lack of social distancing using toilets and poor hygiene resulting in direct and indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. Allocated toilets for different bubbles of children: UKS2 & LKS2 to use KS2 toilets only.</div> <div>2. Children instructed – if cubicles are in use to wait outside the toilet area</div> <div>3. Soap used for washing hands. 20 second rule reminders</div> <div>4. Paper towels to be provided.</div> <div>5. New filtered hand dryers upgraded at half term. Guidance states ‘hands to be dried thoroughly’</div> <div>6. Parents may provide hand sanitiser for their own child; this is not to be shared and used sparingly or sore hands could result (cetabran cream available in classrooms, parents informed) . Hand sanitiser will only be used in addition to regular hand washing with soap</div> <div>7. Signs in toilet re washing hands and protocol. Eg 20 second rule reminders</div> <div>8. High up door hooks installed for the toilet external toilet doors</div> <div>9. Extra soap ordered to ensure we do not run out</div> <div>10. Teachers to remind about 20 seconds hand washing and be observant to children who return from toilets too quickly.</div> <div>11. Site manager/cleaner to provide extra cleaning during the day</div> <div>12. Young children may have accidents and require changing. PPE available (PPE box in the hall, PPE to be taken to old building)</div> <div>13. Out of school club will use one (uni-sex) toilet (cleaned at 3.30pm) to prevent children walking around school if they are in school club.</div>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
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3] Lack of social distancing waiting to enter classroom resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Directions, maps and photographs produced to make one-way system clear to parents. These have been sent home and put on the website 2. One-way system to be introduced into the playground for drop off and pick up. This has been in place since 1st June. In place for September onwards with clear signs on the gates and in return to school letter home to parents. 3. Hand sanitiser stations in each classroom and around school. 4. All classrooms may be entered/exited using external doors if they have them as and when appropriate 5. Corridors to have marked keep left arrows in place 6. Allocated gate for parents to arrive is the main Kneeton Road gate 7. Allocated gate for parents to leave is the top single St Peter's gate 8. Ensure signage and routes so parents do not get disorientated 9. Parents to adhere to a one-way system in and out of the playground and have been requested to wear a mask on site. Parents reminded by staff on duty to keep walking along the parent walkway. This is marked out with 2m yellow spots. <u>NO parents to congregate on the school playground.</u> Staff to wear masks at drop off and collection time. 10. Later pick-ups (4.30pm), parents to follow adapted one-way system. Parents to wait against the fence in the playground, meet their child and exit via looping back out the Kneeton Road gate. *KS1 4.25pm and KS2 4.30pm. 11. Signs in place to remind parents to social distance on the way in to school 12. Instructions / updates shared re social distancing between families in the morning with parents and children and via letters, texts, newsletter 13. Signage for parents and children displayed outside on playground eg. pick up/drop off times 14. HT to be on duty to supervise with support from office staff / TAs at single gate. A cone is available to prop open the gate to keep 2m distance whilst staffed. 15. Staggered times for drop off and pick up for different bubbles 16. Children to enter building and go straight to their classroom where teacher will be waiting. Teachers to organise start of the day eg. bags and coats away, hand morning sanitising, starter activity ready for soft start timings and children to start activity whilst they wait for others to enter the room 17. Register to be taken to comply with fire regulations as soon as possible and then entered into scholarpack (gates closed at 8.50am) 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	

4] Lack of social distancing during playtimes and lunchtimes resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Staggered playtimes and lunch times and allocated play areas. Times decided and sent home in letter to parents. 2. Two bubbles to be in the playground at one time. The two bubbles will be separated by a two metre 'no-man's land' clearly marked out. 3. Reduced/zero playtime equipment. 4. Games discussed which encourage social distancing – eg hopscotch 5. Staff supervision throughout – actively encouraging and insisting on social distancing 6. Children practice talking 2 metres apart – modelled and reminded by staff 7. Injuries (First aid) – children will be guided to self-wipe and plaster, hold cold compress etc. In the event of a more serious accident, the first aider should wear protective equipment and tend to the child. At this point, parents may be called to collect them 8. Children to be shown how to distance before entering the classroom at the end of playtime 9. Children to go to the toilet during lesson time to stop toilet trips during outside break 10. Head bumps - the parents will be phoned 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
5] Lack of social distancing when eating lunch resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Ensure that children wash their hands / sanitise before they eat 2. Children eat in the hall. Hot school meals available. 2 sittings / rotation of KS2 packed lunch and school dinners, to be reviewed if guidance changes (an ambition to offer a hot school meal for all) 3. Children to eat packed lunch in the classroom, facing forwards 4. Reminders to children to 'wave' and alert supervisors if choking or child next to them is choking. Staff trained to deal with choking. Video refresher of choking protocol provided by CEO. 5. Adults must wear a mask in the hall. Visors are an optional addition to protect eyes. 6. Packed lunches kept under children's tables with bags / if space cloakroom may be used to store lunchbags 7. Children to bag all rubbish and take it home with them 8. At the end of lunch, tables to be wiped by adults ready for the next sitting 			

9. Children to be walked around the outside of the building before entering the hall.			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
6] Lack of social distancing in the corridors resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none">1. Monitor number of children going to the toilet at any one time. Children to be allowed to go to the toilet throughout the lesson / anytime2. Teams to be on in each classroom and SLT / office to monitor to check for messages. Be aware Teams ‘pings’ up in the classroom if in a group chat. Individual chats between teacher and office / SLT created.3. Staff need to not congregate in corridors. Any communications need to be social distanced and moved to a suitable ventilated area if it is a prolonged conversation.4. Reminders to remember your take care space5. Children to observe behaviour policy when moving from one space to another and be praised for doing so			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
7] Contact of shared resources resulting in indirect transmission of the virus			
PE risk assessment			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. Each classroom to be issued with cleaning materials for regular use during the day including gloves and disinfectant.</div> <div>2. Children asked to manage their own stationery (or have packs of stationery labelled with their name on) and left in school. Children/parents to be advised by the class teacher.</div> <div>3. Resources/toys cleaned frequently and kept in bubbles. Cleaning equipment will be in each classroom. Tissues to be provided in each classroom. If running low SM must be contacted for replenishing classroom stock.</div> <div>4. Tables, door handles, light switches, bin lids, water machines and other hard surfaces deep cleaned regularly, every day and throughout the day</div>			

5. Where possible, resources could be on tables ready for lesson to minimise movement around the classroom.
6. Children's trays to be used for individual resources, if possible
7. Children's trays to be managed on the floor/table/away depending on layout of classroom / teacher's preferred system to minimize movement around the classroom.
8. Regular times for children to wash their hands before using equipment – when returning to the classroom and before lunch. Reminders given as children go to the toilet etc
9. SLT to monitor systems in place and ensure all routines are followed by staff. Accountable to Governors.

PE <https://www.eastbridgfordstpeters.co.uk/safeguarding/> *normal Risk Assessments apply*

1. PE kit: **children to wear PE kit to school**. Bring spare socks, boot bag with change of footwear/top for wet/muddy times. Any clothing/footwear to not stay in school.
2. **Bubbles to have sport activities together** Eg Year 5/6 Thursday afternoon PE on the field. Registers taken before leaving site as usual. Where possible Medication taken by child in their own plastic wallet. Emergency inhalers available. class teacher / TA to oversee first aid with PPE/1st aid bag/access to a phone in case of emergency
3. **Sports coaches to use fire exits** where possible to meet children and walk them to the field, **if inside the classroom to use the marked zone**. Not to touch/move the class teacher's belongings, cleaned if no choice but to touch/move items
4. **In the hall**, sports coaches to maintain social distancing at all times. Equipment to be cleaned / left for 72 hours. Ventilate the hall using windows.
5. **Sports equipment** to be cleaned / sprayed between bubbles e.g table tennis balls sprayed, tables hygienically wiped, bring own table tennis bat
6. Hockey: children to have access to their own sticks and maintain their bubble. Other equipment Eg. Balls, kept in bubbles. Parents to maintain social distancing. Parents to take and collect to the astro pitch. See hockey risk assessment.
7. **Lunchtime activities**: to happen in bubbles, meet and register near the gate before going to the field as before. Equipment to be cleaned / left for 72 hours
8. **After school activities**, Eg handball. meet in the hall for register. Groups in age-related bubbles.
9. **All coaches to maintain social distancing at all times**.
10. **Handwashing before leaving and on return to classroom/school**

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
8] Emotional distress of the children			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	

1. Soft starts for bubbles to enter school calmly after saying goodbye to parents.
2. Reduced time in school to ensure transition is successful from home to school for new Reception children during September – this worked well with high to 100% attendance recorded. Video messages on the website 'meet your new teacher' since July.
3. Photos of the classrooms / new routines posted on the website to reassure younger children.
4. Positive language to be used to help children adapt to the differences in school.
5. Greater focus about taking care (school rules / ethos) and activities designed to build confidence and encourage children to talk and share experiences.
6. Give time for children to discuss / draw / acknowledge the worries and differences but also to focus on some good aspects as well
7. Health and well-being leader to produce some ideas of things class teachers can do to help with transition
8. **Health and Well-Being Leader** provision available for children who are extremely distressed. Advice given to teachers who are supporting children inside the bubbles / groups
9. www.1decision.co.uk /or adapted to support children's well-being – slowly increasing the cognitive load
10. Individual risk assessments for children with ehcp / SEN if required / use one page profile
11. NSPCC KS1/2 well-being and safeguarding presentation delivered by the head teacher.
12. Parent's evenings held virtually. No parents on site.

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
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9] Emotional distress of the staff – including anxiety

Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
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1. Inclusion in risk assessment process – input into *THIS DOCUMENT – ongoing at any time
2. Masks to be worn by all staff moving around school outside their bubble area.
3. Internal support from SLT and each other.
4. Online/phone support for any staff who requests it – SAS (schools advisory service) available. Sharing of support helplines other than school provided SAS.
5. Staff meeting to discuss concerns and shared control measures.
6. TEAMS to be used for active communication (protocol to be agreed during teaching time)
7. SLT on site every day for staff to share concerns.
8. Risk assessments reviewed regularly – this is flexible but important to update
9. Office area – to maintain separate working space and other staff not to just go in (sign on door/ hatch closed/Aspire room/Perspex screens fixed on corridor reception and office immediately inside the door)
10. Relocation of staff in office to maintain safe working distances (Aspire Office in use)
11. Relocation of Staff Room to the Green Room / Maddison Room. Please ensure all surfaces are cleaned after use.
12. Current Staff Room to be used to make drinks but not to congregate in / staffroom is now a PPA room with table and chairs
13. Planned PPA time within the week

14. Protocols to be clear for visitors on site and all staff to know why visitors are on site, must sign with company name. Masks to be worn at all times. 15. Office to keep a list of any visitors 16. Marking of books to be done by staff. See marking policy. Books not to go home. Gloves may be worn to mark books, preferably away from the children unless side by side. 17. In line with Government guidance, extremely vulnerable staff, individual risk assessment to be completed.			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
10] Risk of spreading virus due to close contact with children – 1:1 restraint, resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. If required, seek expert guidance from special schools re support for children with behaviour difficulties – that might need restraint and display spitting, biting etc. Leading to individual risk assessments</div> <div>2. PPE must be used to restrain</div> <div>3. Extra disposable aprons/gloves in black PPE box</div> <div>4. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk</div> <div>5. Preschool and Reception parents may walk with their child to the Old Building door and then rejoin the path to exit using the one-way system</div> <div>Please note the Government guidance states “Wearing face coverings or face masks is not recommended”</div> <div>6. Only the most essential visits to site will be permitted</div> <div>7. From November 4 week national lockdown, Aspire now actively encourage protective mask and/or visor wearing by staff. Consider wearing face protection in communal spaces / between rooms. This is still a choice to be made by individuals.</div>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
11] Risk of spreading virus due to poor hygiene resulting in indirect transmission of the virus	
Existing level of risk	Consider current level of risk

HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div><div>1. Hand gel dispenser(s) on entry to classroom for children and adults and around school. Handwashing is preferred but a considered mixture of both handwashing and hand gel for practicable logistics, ie minimising and reducing contact between bubbles</div><div>2. Teachers to ensure children to wash hands correctly and regularly during school time.</div><div>3. Time allocated during the day to wash hands and sanitize. Eg Children to hand wash after break, before lunch, after lunch, after afternoon break and using the toilet and any time they cough or sneeze. A ‘soap train’ appears to be a good way of ensuring handwashing in a fun and practical way</div><div>4. Hand gel order in large quantities and placed around the school.</div><div>5. Extra soap dispensers and re-fills in each classroom. These will be checked every morning by site manager. If running out of supplies please inform the site manager</div><div>6. Washing hands posters in all washing areas / children to make some of their own.</div><div>7. Reminders how to wash hands properly – poster / slideshow / newsletter</div><div>8. Staff to monitor children leave the classroom for an adequate length of time to ensure thorough hand washing.</div><div>9. Tissues in each classrooms and children taught to use them and bin them.</div><div>10. Bins are lidded and wiped regularly. Site manager/cleaner will include in the deep cleaning procedures before, during and after the school day</div></div>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
12] Risk of infection due to lack of cleaning resulting in indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. All surfaces, light switches, handles, toilets, buttons and shared equipment will be cleaned each day. Toilets to be cleaned additionally after lunch time. (Site manager and cleaning staff).</div> <div>2. Staff advised to leave the site at a reasonable time to allow for cleaning. Reasonable time to mark on site is allowed but continue to maintain control measure eg ventilate, wash hands..</div> <div>3. PPE will be worn by all cleaning staff / site manager when cleaning.</div> <div>4. Some resources will be rotated and left to de-contaminate for 2 or 3 days after cleaning to reduce the risk of indirect transmission</div> <div>5. Soft furnishings and soft / cloth toys will be removed / isolated from use in classrooms. A period of time must elapse before using soft furnishings.</div> <div>6. Resources can be sprayed and left out to dry overnight. Staff to be issued with the equipment needed to do this</div>			

<p>7. IT resources, including laptops wiped by teachers before being returned to the trolley. Trolley to be wheeled into KS2 classrooms – or corridors if this does not obstruct. Younger children to use the library, enter and exit by fire door if possible. Children to wash hands before/after touching/using laptops. Not to pass laptops to each other where possible. Cleaning down of laptops to be carried out if being used between bubbles (not sprayed).</p> <p>8. Toilets to be cleaned daily in line COSHH guidelines.</p> <p>9. Staff to wash hands or sanitise after using all shared adult resources eg. Photocopier and staff equipment etc. These will then be part of the deep clean each day as well</p>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
13] Risk of illness of vulnerable staff and family members through direct and indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. All advice from government and LA to be read and discussed with relevant staff, MAT and governors</div> <div>2. School is only able to open if safety measures can be followed for all staff</div> <div>3. Those who are clinically extremely vulnerable (those who have received a letter from Government or clinician) are to work from home shielding letter to be provided to office</div> <div>4. Those who are clinically vulnerable need to strictly follow social distancing guidance</div> <div>5. From November national lockdown ECV people / letters received will not be working in school for this duration.</div>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
14. Child /staff displays COVID-19 symptoms			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
1. Children and staff must not come into school if they or their household have symptoms.			

2. If child displays symptoms, the child is to be removed immediately and isolated either outside supervised preferably near the school gate ready for collection or away from others in the cabin in poor weather, mask and PPE must be used by the adult. Deep cleaned before anyone else to enter the cabin.
3. Covid symptoms to be recognised by all staff. Covid symptoms are new persistent cough, high temperature and a loss of / or change in sense of smell and taste. See letter to parents and poster of symptoms.
4. Parents called immediately to collect child and told to have child tested. Confirmation email to be forwarded to school before they are allowed to re-enter school or a period of isolation recommended by the government.
5. Parents of other children in the bubble will NOT be informed if any child is symptomatic but of course if a positive test is received. Protocol activated.
6. All parents must be willing to share the results of tests with the school.
7. If parent(s) of a child in a school bubble display symptoms they will be asked to keep their child/ren off school while they get tested or isolation period.
8. Staff will be kept informed at all times of symptomatic children/parents of children in bubbles and any staff displaying symptoms.
9. If the test is negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.
10. If the test is negative, the bubble continues as normal (see guidance below)
11. If someone tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days.
12. When school becomes aware that someone who has attended school has tested positive for coronavirus, school must contact the local health protection team / DfE. They will advise schools on the following actions cleaning, isolation and whole school closure.

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

OVERALL level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Assessor's comments		Insert comments relevant to findings as appropriate	

Name of assessors / persons to update and share with staff	Signature of assessor	Date
Richard Tomlinson Head Teacher Allison Gibbens Deputy Headteacher		

Safeguarding Governor's comments Reverend Ruth Colby	Insert comments relevant to assessment as appropriate

Risk assessment reviews	Set future review dates & sign/comment upon completion
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- 13th May 2020. Initial / version 1.1. risk assessment created
- 18th May 2020 version 1.2 updated by AG
- 19th May 2020 version 1.3 updated by RT (sent to staff)
- 19th May 2020 version 1.4 updated by SLT
- 5th June 2020 version 1.5 updated by SLT, shared on TEAMS with staff. Governors and CEO updated.
- 11th June 2020 version 1.6 section 18 updated by SLT, shared on TEAMS with staff. Governors and CEO updated.
- 14th July version 1.7 updated by SLT
- 24th August version 1.8. updated by SLT. Shared on TEAMS with staff. Governors and CEO updated
- 15th September 2020. Version 1.9 updated by SLT. Shared on TEAMS with staff. Governors and CEO updated.
- 13th October 2020. Version 1.10 updated by SLT. Shared on Teams with staff. CEO. Governors. On website.
- 5th November 2020. Version 1:11 updated by SLT. Shared on Teams with staff. CEO. Governors. On website.
- 29th December updated by RT, AG, LH Version 1:12
- 26th February 2021. Updated by RT and AG. Version 1:13