

## SCHOOL RISK ASSESSMENT – COVID-19

**NOTE: Due to the constantly changing situation, dynamic risk assessments must be carried out. The general risk assessment below MUST be amended to reflect each school's specific controls on an ongoing basis.**



### PART A. ASSESSMENT DETAILS:

**Area/task/activity:** Full School opening arrangements during COVID-19 restrictions from 1 September 2020

**Location of activity:**

<b>Team/School name: Address &amp; Contact details:</b>	Rivington Foundation Primary School	<b>Name of Person(s) undertaking Assessment:</b>	Sarah Annette
		<b>Signature(s):</b>	<i>Sarah Annette</i>
<b>Line Manager/ Headteacher (Name/Title):</b>	Sarah Annette	<b>Date of Assessment:</b>	06.11.2020
<b>Signature:</b>	<i>Sarah Annette</i>	<b>Planned Review Date:</b>	On-going – when required.
<b>How communicated to staff:</b>	E-mail. Staff Meeting	<b>Date communicated to staff:</b>	09.11.2020

### PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

List of significant hazards (something with the potential to cause harm)	Who might be harmed	Type of harm	Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified)
Changes to official COVID-19 guidance and advice	Staff, pupils, visitors, contractors, parents	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>• School regularly refers to official advice from the DfE, PHE, HS&amp;Q and HR;                             <ul style="list-style-type: none"> <li>○ <a href="#">Coronavirus (Covid-19): guidance for schools and other educational settings</a></li> <li>○ <a href="#">LCC Schools HR guidance</a></li> <li>○ <a href="#">LCC Health &amp; Safety COVID-19 web page</a></li> </ul> </li> <li>• Headteacher or other senior person keeps up to date with <a href="#">official COVID-</a></li> </ul>

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			<p><a href="#">19 Guidance</a> and informs employees/school arrangements as required.</p> <ul style="list-style-type: none"> <li>○ A whiteboard held in the HT Office/Bursar Office and Treehouse is updated as required listing:               <ul style="list-style-type: none"> <li>● the staff on site &amp; their key roles including 'Bubble Leads'</li> <li>● PPA time for teaching staff and cover</li> <li>● the most Senior member of staff</li> <li>● who to report issues or concerns to</li> <li>● named appointed person in an emergency situation</li> <li>● number of pupils, noting special needs, etc.</li> <li>● agreed times of pupil drop-off and collection</li> <li>● first aid provision e.g. named first aider or appointed person in each bubble who will also monitor supplies and PPE stock</li> <li>● named member of staff to monitor cleaning and teaching resources in each bubble</li> <li>● fire arrangements including significant roles allocation</li> <li>● security/lock down arrangements including significant roles allocation</li> <li>● work tasks/activities to be undertaken that day</li> <li>● areas of the building that remain in use or have restricted use</li> <li>● Other agencies/contractors expected on site for essential work – in and out times and work areas specified</li> <li>● Lone working – in and out times and work areas specified</li> <li>● any other relevant information</li> </ul> </li> </ul> <p>The above arrangement and list is not exhaustive and will need to be adjusted to meet the needs of our school and local area and will be reviewed as and when required.</p>
Vulnerable & extremely	Staff, pupils,	Becoming seriously	<ul style="list-style-type: none"> <li>● Adults who were considered to be clinically extremely vulnerable and</li> </ul>

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<p>vulnerable staff or pupils with pre-existing health conditions</p>	<p>household members</p>	<p>ill from the effects of coronavirus, potential to be life threatening</p>	<p>received a letter advising them to shield are/were advised by the Government that they can/could return to work from 1 August 2020 as long as they maintain social distancing;</p> <ul style="list-style-type: none"> <li>• Pupils who were considered to be clinically extremely vulnerable and received a letter advising them to shield are/were advised by the Government that they can/could return to school from 1 August 2020 (when the rest of their class returns);</li> <li>• If infection rates rise in local areas, individuals (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore may be temporarily absent;</li> <li>• Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school. The school works closely with parents of children who are extremely vulnerable to support a return to school, carrying out an individual risk assessment as necessary;</li> <li>• School applies the measures set out in the government <a href="#">Guidance for full opening: schools</a> as far as is reasonably practicable to reduce the risk to all staff including those who are extremely clinically vulnerable and clinically vulnerable;</li> <li>• Staff members who are in the most at risk categories are reminded to take particular care. Where an employee expresses concerns, <a href="#">An individual risk assessment</a> will be completed to assess the risks to that individual and identify ways to reduce these risk to an acceptable level including where possible the need for any reasonable adjustments such as temporarily working from home or temporary deployment to a role where it is possible to maintain social distancing. This will be done in consultation with the member of staff and will be reviewed on a regular basis or in the event of any significant changes;</li> <li>• People who live with those who are clinically extremely vulnerable or</li> </ul>

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			<p>clinically vulnerable attend the workplace as normal;</p> <ul style="list-style-type: none"> <li>• Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the <a href="#">COVID-19: review of disparities in risks and outcomes report</a>. If people with significant risk factors express concerns <a href="#">an individual risk assessment</a> will be completed to assess the risks to that individual and identify ways to reduce them to an acceptable level;</li> <li>• People who live with those who have comparatively increased risk from coronavirus (COVID-19) attend the workplace as normal;</li> <li>• (Advice for those who are extremely clinically vulnerable can be found in the <a href="#">guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</a>).</li> </ul>
Staff, pupils & household members displaying signs of COVID-19	Staff, pupils, visitors, contractors, household members	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>• Staff, parents and pupils are made aware of the <a href="#">virus symptoms</a>;</li> <li>• Staff, other adults and pupils are instructed not to come into school if they or members of their household have <a href="#">coronavirus (COVID-19) symptoms</a>, in-line with the <a href="#">guidance for households with possible coronavirus infection</a>;</li> <li>• Staff or pupils showing COVID-19 symptoms are sent home, reminded to self-isolate for 10 days and instructed to <a href="#">arrange a test</a> to see if they have COVID-19;</li> <li>• Staff and parents are advised that other members of their household (including any siblings) should self-isolate for 14 days from date of onset of symptoms;</li> <li>• Staff and parents have been instructed to inform school immediately of the results of a test so that an assessment can be made of the potential impact on school;</li> <li>• If someone tests negative, if they feel well and no longer have any</li> </ul>

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			<p>symptoms similar to those identified for coronavirus (COVID-19), they can stop self-isolating. They may still have another virus, such as a cold or flu, therefore it is still advisable to avoid contact with others until they recover. However other members of their household can stop self-isolating;</p> <ul style="list-style-type: none"> <li>• Staff who have assisted someone who has taken ill with COVID-19 symptoms and any pupils who have been in close contact with them, will wash their hands with warm, running water and soap for a minimum of 20 seconds. They do not need to go home unless they display the symptoms themselves or are advised to do so by NHS Test and Trace or Local Health Protection Team;</li> <li>• If a pupil displays symptoms their parent/carer will be required to take them home. Where this is not immediately possible, the pupil will be placed in a separate room – preferably the TreeHouse - until they can be collected, whilst being mindful of the individual pupils' needs;</li> <li>• Ideally, a window will be opened in the room for increased ventilation or the child may sit on the balcony with a member of staff socially distancing;</li> <li>• If it is not possible to isolate the pupil e.g. if it causes them undue distress or they need to remain under adult observation, an assessment will be carried out to see whether it is sufficient to move them to an area which is at least 2 metres away from others dependant on where it is in school that they are located;</li> <li>• If an individual (adult or child) showing COVID-19 symptoms, needs to use the bathroom while waiting to go home, they will use a separate bathroom if possible- preferably the TreeHouse. The bathroom will then be cleaned and disinfected before being used by anyone else;</li> <li>• The area around the person with symptoms will be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people as per the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>;</li> </ul>

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			<ul style="list-style-type: none"> <li>When caring for someone with symptoms of coronavirus (COVID-19) a face mask should be worn if a distance of 2 metres cannot be maintained additional PPE is available if staff should wish to wear it. If direct contact is necessary, then gloves, an apron and a face mask must be worn;</li> <li>If a risk assessment determines that there is a risk of splashing to the eyes, e.g. from coughing, spitting, or vomiting, then eye protection will also be worn by the supervising adult.</li> </ul>
Staff, pupils & household members test positive for COVID-19	Staff, pupils, visitors, contractors, household members	Potential spread of infectious disease	<p>We understand the NHS Test and Trace process. We must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>➤ <u>book a test</u> if they or their child are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit</li> <li>➤ provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li>➤ <u>self-isolate</u> if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19)</li> </ul> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS <u>testing and tracing for coronavirus</u> website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p>

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			<p>School has been sent an initial supply of 10 home test kits and information about how to order to replenish this supply when they are running out. Schools should call the Test and Trace helpdesk on 119 if these have not arrived.</p> <p>Having a test at a testing site will deliver the fastest results. The test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. It is for schools to determine how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils.</p> <p>If someone with symptoms tests negative for coronavirus (COVID-19), then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 14 days from the date of that contact.</p> <p>If someone with symptoms tests positive, they should follow the <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a> 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 continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 14 days.</p> <ul style="list-style-type: none"> <li>• If someone tests positive, they are instructed to follow the '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>' self-isolating for at least 10 days from the onset of their</li> </ul>



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			<p>symptoms and will only be allowed to return to school when they do not have symptoms including; a high temperature, cough or loss of sense of smell/taste. They will be advised that other members of their household must continue self-isolating for the full 14 days;</p> <ul style="list-style-type: none"> <li>• The School will contact the local health protection team as soon as they have been notified of a positive result. (This team may also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace);</li> <li>• The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate;</li> <li>• Based on the advice from the health protection team, school will send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means: <ul style="list-style-type: none"> <li>— direct close contact - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin);</li> <li>— proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual;</li> <li>— travelling in a small vehicle, i.e. a car, with an infected person;</li> </ul> </li> </ul> <p>School must take swift action when we become aware that someone who has attended has tested positive for coronavirus (COVID-19). School can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put</p>



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			<p>through to a team of advisers who will inform them of what action is needed based on the latest public health advice.</p> <p>The advice service will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. If, following triage, further expert advice is required the adviser will escalate the school's call to the PHE local health protection team.</p> <p>The advice service (or PHE local health protection team if escalated) will work with schools to guide them through the actions they need to take. Based on their advice, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> <li>➤ direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>➤ proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>➤ travelling in a small vehicle, like a car, with an infected person</li> </ul> <p>The advice service (or PHE local health protection team if escalated) will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see <u>section 6 of the system of control</u> for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p>

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			<p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>. They should get a test, and:</p> <ul style="list-style-type: none"> <li>➤ if someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.</li> <li>➤ if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a></li> </ul> <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of</p>

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			<p>self-isolation.</p> <p>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 (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</p> <p>The PHE local health protection team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school - as identified by NHS Test and Trace.</p> <p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, followed by their year group,</p>

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			<p>then the whole school if necessary, in line with routine public health outbreak control practice.</p> <ul style="list-style-type: none"> <li>• School will keep a record of pupils and staff in each group (bubble) and any close contact that takes places between children and staff in different groups. School will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others;</li> <li>• Household members of those contacts who are sent home do not need to self-isolate themselves unless the pupil or staff member who is self-isolating subsequently develops symptoms;</li> <li>• If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they are instructed to follow the <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a> and instructed to get a test;</li> <li>• If the test is negative they are instructed to remain in isolation for the remainder of the 14-day isolation period as they could still develop the coronavirus (COVID-19) within the remaining days;</li> <li>• If the test result is positive, they are instructed to inform school immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period);</li> <li>• They are advised that their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms.</li> <li>• If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they</li> </ul>

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			<p>are instructed to follow the <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a> and instructed to get a test;</p> <ul style="list-style-type: none"> <li>• If the test is negative they are instructed to remain in isolation for the remainder of the 14-day isolation period as they could still develop the coronavirus (COVID-19) within the remaining days;</li> <li>• If the test result is positive, they are instructed to inform school immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period);</li> <li>• They are advised that their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms.</li> <li>• Where the child, young person or staff member <i>tests positive</i> and they had attended the school in the 48 hours prior to developing symptoms, direct and close contacts will be identified and advised regarding self-isolation by a contact tracer.</li> <li>• Please note: The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.</li> <li>• Children who have been sent home because they are a contact- other household members of the contact do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.</li> <li>• If the child is NOT a known contact of a confirmed case the child can return to school if the result is negative, provided they feel well and they have not had a fever for 48 hours.</li> <li>• If the child is a contact of a confirmed case they must stay off school for the 14 day isolation period, even if they test negative. This is because they can develop the infection at any point up to day 14 (the incubation</li> </ul>

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			<p>period for COVID-19), so if a child tests negative on day 3 they may still go on to develop the infection.</p> <p><b>If a child who was a contact of a confirmed case tests negative, can they return to school?</b></p> <p>No, the child should complete 14 days of isolation.</p> <p><b>Does a child need to have a negative test before they can return to school?</b></p> <p>No, schools should not request evidence of a negative test results or other medical evidence before admitting children after a period of self-isolation and the child is fever free for 48 hours.</p> <p><b>If I get confirmed cases does the school need to close?</b></p> <ul style="list-style-type: none"> <li>The school does not need to close on public health grounds. Schools will generally only need to close if they have staff shortages due to illness or being identified as contacts. It is expected that only the class of a confirmed case will need to be excluded. If there are a number of confirmed cases across different classes and year groups at the same time, then the school may be advised to close by the Health Protection Team in consultation with other partners.</li> </ul> <p><b>How can a parent arrange testing?</b></p> <p>The parent can arrange for any child to be tested via <a href="#">NHS UK</a> or by contacting NHS 119 via telephone if they do not have internet access.</p> <p><b>Will the school be informed of any test results?</b></p>

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			<p>The school will be informed if a child or staff member tests positive as part of NHS Test and Trace. The school will not be informed of any negative results.</p> <p><b>How can a staff member get tested?</b> All education and childcare workers can apply for a test if they are symptomatic via <a href="https://www.gov.uk/get-coronavirus-test">https://www.gov.uk/get-coronavirus-test</a></p> <p><b>Can they be tested if they do not have symptoms?</b> No. People should only be tested if they have symptoms.</p> <p><b>Can schools help to organise testing?</b> All schools and Further Education providers will receive an initial supply of 10 home test kits. Home test kits should only be offered if you believe an individual may be unable to access testing elsewhere. The full guidance from DfE regarding access to testing can be found here <a href="#">accessing tests in schools</a></p>
Outbreak of Covid-19 within school	Staff, pupils, visitors, contractors, household members	Spread of infectious disease	<ul style="list-style-type: none"> <li>The school will work closely with the local health protection team if there are two or more confirmed cases within 14 days, or there is an overall rise in sickness absence where coronavirus (COVID-19) is suspected. The local health protection team will advise if additional action is required;</li> <li>Schools is aware that in consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</li> </ul>
Transmission of Covid-19 due to lack of consultation	Staff, pupils, visitors, contractors, parents	Spread of infectious disease	<ul style="list-style-type: none"> <li>Guidance and training is provided for staff to ensure they understand, and can enforce, the new routines and support pupils in understanding them</li> </ul>



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on safe working practices and provision of information & instruction on safe ways of working.			<p>and are familiar with revised physical arrangements;</p> <ul style="list-style-type: none"> <li>○ Senior leaders within school ensure staff are consulted when considering local arrangements and there is ongoing engagement with staff (including through trade unions and employee representative groups) to monitor and understand any unforeseen impacts of changes to working environments;</li> <li>○ Senior personnel, are available to offer support and advice and to monitor the current working arrangements on a daily basis: <ul style="list-style-type: none"> <li>- Staff are to raise any immediate concerns by contacting HT or AT via Walkie-Talkie in each bubble/zone. For further discussion – SA (HT) 07794743232 Andrea Glynn (CofG) 07414231600 AD (SLT) <a href="mailto:adavies@rivington.lancs.sch.uk">adavies@rivington.lancs.sch.uk</a> HW (SLT/SENCO) <a href="mailto:hwhittaker@rivington.lancs.sch.uk">hwhittaker@rivington.lancs.sch.uk</a> and JG (Senior TA) <a href="mailto:jgell@rivington.lancs.sch.uk">jgell@rivington.lancs.sch.uk</a></li> <li>- The Headteacher/Chair of Governors, or other nominated senior personnel, is available to offer support and advice and to monitor the current working arrangements each day. SA (HT) 07794743232 Andrea Glynn (CofG) 07414231600 AD (SLT) <a href="mailto:adavies@rivington.lancs.sch.uk">adavies@rivington.lancs.sch.uk</a> AT (business manager – resources) 01204696951/ <a href="mailto:bursar@rivington.lancs.sch.uk">bursar@rivington.lancs.sch.uk</a> and JG (Senior TA) <a href="mailto:jgell@rivington.lancs.sch.uk">jgell@rivington.lancs.sch.uk</a></li> </ul> </li> <li>○ All new staff and volunteers are provided with a site induction and adequate information, instruction and training on local health, safety and COVID secure arrangements and their key roles and responsibilities;</li> <li>○ Signage, posters and other instructions are displayed to support implementation of COVID secure measures;</li> <li>○ Up to date information and guidance on how to manage the risks associated with COVID -19 are available on the Health &amp; Safety Website.</li> </ul>
Spread of Covid-19 during	Staff, pupils,	Potential spread of	<ul style="list-style-type: none"> <li>● School is not on any public transport routes or does not have a dedicated</li> </ul>

**PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:**

<p><b>List of significant hazards</b> (something with the potential to cause harm)</p>	<p><b>Who might be harmed</b></p>	<p><b>Type of harm</b></p>	<p><b>Existing controls</b> (actions already taken to control the risk - include procedure for the task/activity where these are specified)</p>
<p>travel to and from school on dedicated transport</p>	<p>household members, members of the public</p>	<p>infectious disease Pupils stranded or missing</p>	<p>school service;</p> <ul style="list-style-type: none"> <li>• School advises that children are brought to school using their families (designated person for dropping off and picking up) vehicle;</li> <li>• Pupils relying on other families within school for transport needs are advised to travel with families and children within their own bubble;</li> <li>• Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. Therefore the usual social distancing measures will not apply from the autumn term 2020 on dedicated transport;</li> <li>• The approach to dedicated transport has been aligned as far as possible with the principles underpinning the system of controls set out in school and where possible takes into account how pupils are grouped together at school;</li> <li>• Hand sanitiser is used upon boarding and/or disembarking transport;</li> <li>• Assurances have been given by transport providers that transport is cleaned regularly and that high touch points are sanitised prior to a school pick up/drop off;</li> <li>• A system is in place to manage queuing, boarding and disembarking from transport to prevent unnecessary close contact with others;</li> <li>• Where possible social distancing within vehicles will be maintained;</li> <li>• Pupils over the age of 11, are required to wear face coverings if they are likely to come into very close contact with people outside of their group or who they do not normally meet;</li> <li>• Additional dedicated school transport services have been put in place to reduce the number of pupils needing to use public transport;</li> <li>• School have been assured that transport providers, as far as possible,</li> </ul>

**PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:**

List of significant hazards (something with the potential to cause harm)	Who might be harmed	Type of harm	Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified)
			<p>follow hygiene rules and try to keep distance from passengers;</p> <ul style="list-style-type: none"> <li>School have been assured that drivers have been instructed that they must not undertake duties for school if they or a member of their household are displaying any symptoms of coronavirus;</li> <li>Staff to wear appropriate PPE such as a fluid resistant disposable face mask when supporting pupils with complex needs who require assistance to access the vehicle or fasten seatbelts; Immediately after assisting pupils staff will wash their hands thoroughly with warm running water and hand soap for at least 20 seconds.</li> </ul> <p>Public transport capacity will continue to be constrained during the autumn term. Its use by pupils, particularly in peak times, should be kept to an absolute minimum.</p> <p>Schools have a critical role to play in supporting collaboration between all parties - providers, local authorities, parents and pupils. Further information on managing capacity and demand on public transport is set out in the transport to school and other places of education: autumn term 2020 guidance.</p> <p>Staggered start times to enable more journeys to take place outside of peak hours.</p>
Spread of Covid-19 during travel to and from school on public transport	Staff, pupils, household members, members of the public	Potential spread of infectious disease Pupils stranded or missing	<ul style="list-style-type: none"> <li>Strategies have been implemented to reduce the use of public transport by pupils to get to and from school particularly at peak times including; <ul style="list-style-type: none"> <li>Increasing the number of dedicated school buses - N/A;</li> <li>Introducing staggered start and finish times to enable travel to take place</li> </ul> </li> </ul>

**PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:**

List of significant hazards (something with the potential to cause harm)	Who might be harmed	Type of harm	Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified)
			<p>out of peak times;</p> <ul style="list-style-type: none"> <li>— Staff and pupils are encouraged to use their own private transportation;</li> <li>— Staff and pupils sharing lifts are advised to do so wearing face masks and gloves and with people from their bubble;</li> <li>— Staff and pupils are encouraged to walk or cycle to school where possible;</li> <li>— Facilities are in place to store bikes securely. This will be continually monitored to ensure sufficient facilities are in place to meet demand;</li> <li>— The school have implemented a system of 'walking buses' to support families to be able to walk their children to school.</li> <li>• Where this is not possible, use of private transport or a dedicated school bus is recommended;</li> <li>• If public transport has to be used, staff, parents and pupils are advised to follow social distancing rules and to wear a face covering when on public transport;</li> <li>• Families and staff who use public transport have been referred to <a href="#">safer travel guidance for passengers</a> which includes guidance on how to wear a face covering.</li> </ul>
Attendance	Staff, pupils, household members, members of the public	Poverty, educational disadvantage	<p>It is vital for all children to attend school to minimise, as far as possible, the longer-term impact of the pandemic on children's education, wellbeing and wider development.</p> <p>Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance has therefore been mandatory from the beginning of the autumn term. This means from that point, the usual rules on school attendance apply, including:</p>

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			<ul style="list-style-type: none"> <li>➤ parents' duty to secure their child's attendance regularly at school (where the child is a registered pupil at school and they are of compulsory school age)</li> <li>➤ schools' responsibilities to record attendance and follow up absence</li> <li>➤ the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct</li> </ul> <p>A small number of pupils will still be unable to attend in line with public health advice to self-isolate because:</p> <ul style="list-style-type: none"> <li>➤ they have had symptoms or a positive test result themselves</li> <li>➤ they live with someone that has symptoms or has tested positive and are a household contact</li> <li>➤ they are a close contact of someone who has coronavirus (COVID-19)</li> </ul> <p>New advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) was published on 13 October.</p> <p>The guidance provides advice on what additional measures individuals in this group can take tailored to each Local COVID Alert Level. The UK Chief Medical Officers have issued a <a href="#">statement on schools and childcare reopening</a> which states that there is a very low rate of severe disease in children from COVID-19 and far fewer children should remain in this group in the future following their routine discussions with their clinician.</p> <p>All pupils, including those who are <a href="#">clinically extremely vulnerable</a>, can continue to attend school at all Local COVID Alert Levels unless they are one of the very small number of pupils or students under paediatric care (such as recent transplant or very immunosuppressed children) and have been</p>

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			<p>advised specifically by their GP or clinician not to attend school.</p> <p>In the future, the government will only reintroduce formal restrictive shielding advice in specific local areas at very high alert level with exceptional circumstances where this has been advised by the Chief Medical officer, and then only for a limited period of time. The government will write to families separately to inform them if they are advised to follow formal shielding and not attend school.</p> <p>Where a pupil is unable to attend school because they are complying with clinical or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should keep a record of, and monitor engagement with this activity but this does not need to be formally recorded in the attendance register.</p> <p>Where children are not able to attend school as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.</p> <p><b>Pupils and families who are anxious about attending school</b> All other pupils must attend school. Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about attending school and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer formally advised, those living in households where someone is clinically vulnerable or extremely vulnerable, or those concerned about the possible increased risks from coronavirus (COVID-19), including those from black, Asian and minority ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.</p> <p>If parents of pupils with possible risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear</p>

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			<p>with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance).</p>
Attendance (Staff)			<p>If staff are concerned, including those who may be clinically vulnerable, clinically extremely vulnerable or who believe they may be at possible increased risk from coronavirus, we recommend school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.</p> <p><b>Staff who are clinically extremely vulnerable</b></p> <p><u>New advice</u> for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) was published on 13 October. The guidance provides advice on what additional measures individuals in this group can take tailored to each Local COVID Alert Level.</p> <p>All staff can continue to attend school at all Local COVID Alert levels.</p> <p>In the future, the government will only reintroduce formal restrictive shielding advice in specific local areas at very high alert level with exceptional circumstances where this has been advised by the Chief Medical officer, and only for a limited period of time.</p>



**PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:**

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			<p>The government will write to individuals to inform them if they are advised to follow formal shielding and not attend the workplace.</p> <p>Further guidance to the clinically extremely vulnerable is available.</p> <p>Those individuals who are clinically extremely vulnerable are advised to work from home and not to go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP, and may have been advised to shield in the past. Staff should talk to their employers about how they will be supported, including to work from home where possible, during the period of national restrictions.</p> <p>All other staff should continue to attend work, including those living in a household with someone who is clinically extremely vulnerable.</p> <p><b>Clinically vulnerable staff and children</b></p> <p>Staff and children who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend school in line with current guidance.</p> <p>Clinically vulnerable staff can continue to attend school. While in school they</p>

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			<p>should follow the sector-specific measures in this document to minimise the risks of transmission.</p> <p>This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 6 of the 'prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children and adolescents.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor.</p> <p>Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools. More <a href="#">guidance and advice on coronavirus (COVID-19) and pregnancy</a> is available from the Royal College of Gynaecologists. All pregnant women should take particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace.</p> <p>If school is notified that an employee is pregnant, breastfeeding or has given birth within the last 6 months, the employer should check the workplace risk assessment to see if any new risks have arisen. If risks are identified during the pregnancy, in the first 6 months after birth or while the employee is still breastfeeding, the employer must take appropriate, sensible action to reduce, remove or control them.</p> <p>While it is a legal obligation for employers to regularly review general</p>

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			<p>workplace risks, there is not necessarily a requirement to conduct a specific, separate risk assessment for new and expectant mothers. However, an assessment may help identify any additional action that needs to be taken to mitigate risks.</p> <p><b>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</b></p> <p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the <a href="#">COVID-19: review of disparities in risks and outcomes report</a>, which looked at different factors including age and sex, where people live, deprivation, ethnicity, people’s occupation and care home residence. These staff can attend school as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future.</p> <p>People who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p>
Spread of Covid-19 when arriving at school	Staff, pupils, household members, members of the public	Potential spread of infectious disease Pupils stranded or missing	<ul style="list-style-type: none"> <li>Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. More information on pupils with</li> </ul>

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			<p><b>education, health and care plans can be found in <a href="#">annex B</a>.</b></p> <ul style="list-style-type: none"> <li>• Parents/carers are requested not to enter school unless absolutely necessary and by appointment only. When it is necessary for parent/carer to enter the school building they will be instructed to follow handwashing and social distancing guidelines;</li> <li>• Arrangements are in place for parents/carers to drop off and collect children at specified times, without physically entering the premises e.g. front gate drop-off with staff meeting pupils at the school door;</li> <li>• Parents have been advised that only one parent should accompany their child to the school entrance;</li> <li>• Pupils have been instructed not to touch the front of their face covering during use or when removing them on arrival at school;</li> <li>• Reusable face coverings must be placed in a plastic bag that the wearer has brought with them and stowed in a safe place such as a school bag to be taken home;</li> <li>• Those removing face coverings are required to wash or sanitise their hands immediately after removing it;</li> <li>• A covered bin is in place for non-reusable face coverings on arrival at the school grounds;</li> <li>• The contents of the bin will be disposed of as normal domestic waste unless the wearer has symptoms of Covid-19 in which case it will be disposed of in line with the <a href="#">guidance on cleaning for non-healthcare settings</a>;</li> <li>• All staff and pupils wash their hands thoroughly with warm, running water and hand soap for at least 20 seconds on arrival at school;</li> <li>• Hand-sanitisers are placed on all entry points;</li> <li>• Parents are requested to drop off and collect their child at the time given to help us ensure our arrangements run as smoothly as possible for everyone;</li> <li>• Only <u>one</u> parent to drop off and collect children;</li> </ul>

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			<ul style="list-style-type: none"> <li>• Parents are requested to ensure their distance at all times when coming to and from school and use the ribbons/signs on the school walls to keep 2m from other families;</li> <li>• Parents are asked that if there appear to be a lot of families around school at their drop off and collection time, that they please allow time for this to reduce until approaching school in order to reduce congestion;</li> <li>• Parents are requested to avoid parking outside school as much as possible.</li> <li>• Parents are not allowed to enter school premises when dropping off their child- staff will be at the gates to guide your child/ children into school.</li> </ul> <p>Group A – Y3/4:</p> <p><b>Drop off time:</b> 8:50am at the small black gate near the Treehouse – children to line-up using the dots to support social distancing and will have their temperature taken and hand-sanitiser applied on arrival.</p> <p><b>Collect:</b> 3:05pm through the driveway gate and exiting at the TreeHouse gate – following the one-way system (collecting child from playground where they will be lined-up.) Parents with prams or accessibility issues will be invited to exit using the driveway gate.</p> <p>Group B –Y5/6:</p> <p><b>Drop off time:</b> 8:50am at the carpark gate behind EYFS- children to line-up using the dots to support social distancing and will have their temperature taken and hand-sanitiser applied on arrival.</p> <p><b>Collect:</b> 3:05pm through the driveway gate and exiting at the</p>

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			<p><b>TreeHouse gate – following the one-way system (collecting child from playground where they will be lined-up.). Parents with prams or accessibility issues will be invited to exit using the driveway gate.</b></p> <p>Group C – EYFS Reception. Week start 02/09/2020 Group A: 9:30am at the carpark gate at the rear of the building. Pick-up: 11:30am at the carpark gate at the rear of the building.</p> <p>Week start 02/09/2020 Group B: 1:00pm at the carpark gate at the rear of the building. Pick-up 3:00pm at the carpark gate at the rear of the building.</p> <p>From 07.09.2020:</p> <ul style="list-style-type: none"> <li>○ <b>Drop off time: 9:00am at the carpark gate behind EYFS -</b></li> <li>○ <b>Collect: 3:15pm through the driveway gate and exiting at the TreeHouse gate – following the one-way system (collecting child from playground where they will be lined-up.) Parents with prams or accessibility issues will be invited to exit using the driveway gate.</b></li> </ul> <p>Group C – EYFS Nursery. Week start 07/09/2020 Group A: 9:30am at the carpark gate at the rear of the building. Pick-up: 11:30am at the carpark gate at the rear of the building.</p> <p>Week start 07/09/2020 Group B: 1:00pm at the carpark gate at the rear of the building. Pick-up 3:00pm at the carpark gate at the rear of the building.</p> <p>From 14.09.2020:</p> <ul style="list-style-type: none"> <li>○ <b>Drop off time: 9:00am at the carpark gate behind EYFS -</b></li> <li>○ <b>Collect: 3:15pm through the driveway gate and exiting at the TreeHouse gate – following the one-way system (collecting child from playground where they will be lined-up.) Parents</b></li> </ul>

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			<p style="color: red;">with prams or accessibility issues will be invited to exit using the driveway gate.</p> <ul style="list-style-type: none"> <li>• Pupils will be lined up at their pick-up time within the playground so that parents using the one-way system can take their child.</li> <li>• Parents are requested to collect their child at the end of the school day and follow the one-way system to leave school premises. Staff will be there to direct them.</li> <li>• On arrival to School, it is reasonable to ask if parents, children or any member of the household have any of the symptoms of COVID-19 (high temperature or a persistent cough). If the answer is yes, they should not be allowed to leave their child at the setting. The child cannot return until a negative test result has been confirmed and agreed return with preschool or current isolation guidelines followed.</li> <li>• No toys, teddies or blankets (or similar) to be brought in from home.</li> <li>• Children to enter the setting and staff take them to wash hands thoroughly on arrival at the setting, when changing rooms and before eating.</li> <li>• Encourage children to avoid touching their face, eyes, nose and mouth.</li> </ul> <p style="color: blue;"><b>Dropping Off and Collecting Children from school</b></p> <ul style="list-style-type: none"> <li>• Avoid the use of public transport and walk, drive or cycle to school.</li> <li>• As we are trying to reduce the number of people on school premises unless absolutely necessary – please drop off and collect your child at the time given to help us ensure our arrangements run as smoothly as possible for everyone.</li> <li>• Only <u>one</u> parent/carer to drop off and collect children.</li> <li>• Ensure you distance at all times when coming to and from school and</li> </ul>



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			<p>use the ribbons/signs on the school walls to keep at least 1m from other families.</p> <ul style="list-style-type: none"> <li>If there appear to be a lot of families around school at your drop off and collection time, please allow time for this to reduce until you approach school, as we are trying to reduce congestion.</li> <li>Avoid parking outside school as much as possible.</li> <li>Do not enter school premises when dropping off your child- staff will be at the gates to guide your child/ children into school.</li> <li>Collect your child at the end of the school day using the one-way system. Staff will be there to direct and assist you.</li> </ul> <p><b>Staggered Starts and Ends with drop-off points:</b></p>																																			
			<table border="1"> <thead> <tr> <th></th> <th>Nursery</th> <th>Reception</th> <th>Y1/2</th> <th>Y3/4</th> <th>Y5/6</th> </tr> </thead> <tbody> <tr> <td><b>Start time</b></td> <td>9:00am (From 14.09.2020 – see separate arrangements before this date)</td> <td>9:00am. (From 07.09.2020– see separate arrangements before this date)</td> <td>9:00am</td> <td>8:50am</td> <td>8:50am</td> </tr> <tr> <td><b>Location for drop-off</b></td> <td>Carpark gate-rear of the building.</td> <td>Carpark gate- rear of the building.</td> <td>Small, black gate next to the TreeHouse</td> <td>Small, black gate next to the TreeHouse</td> <td>Carpark gate-rear of the building.</td> </tr> <tr> <td><b>End time</b></td> <td>3:15pm</td> <td>3:15pm</td> <td>3:15pm</td> <td>3:05pm</td> <td>3:05pm</td> </tr> <tr> <td><b>Location for pick-up</b></td> <td><u>Use one-way system:</u></td> <td><u>Use one-way system:</u></td> <td><u>Use one-way system:</u></td> <td><u>Use one-way system:</u></td> <td><u>Use one-way system:</u></td> </tr> </tbody> </table>							Nursery	Reception	Y1/2	Y3/4	Y5/6	<b>Start time</b>	9:00am (From 14.09.2020 – see separate arrangements before this date)	9:00am. (From 07.09.2020– see separate arrangements before this date)	9:00am	8:50am	8:50am	<b>Location for drop-off</b>	Carpark gate-rear of the building.	Carpark gate- rear of the building.	Small, black gate next to the TreeHouse	Small, black gate next to the TreeHouse	Carpark gate-rear of the building.	<b>End time</b>	3:15pm	3:15pm	3:15pm	3:05pm	3:05pm	<b>Location for pick-up</b>	<u>Use one-way system:</u>	<u>Use one-way system:</u>	<u>Use one-way system:</u>	<u>Use one-way system:</u>	<u>Use one-way system:</u>
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			<p><b>We have introduced a one-way system (used at collection time)</b></p>																																			

**PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:**

List of significant hazards (something with the potential to cause harm)	Who might be harmed	Type of harm	Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified)				
			<p><b>only) down the main drive, towards the main school building and exiting from the small, black gate near to the TreeHouse.</b></p> <table border="1" data-bbox="1104 427 1827 655"> <thead> <tr> <th data-bbox="1104 427 1245 655">Line 1 Parents/Carers Y5/6 with other children in Y3/4, EYFS or KS1.</th> <th data-bbox="1245 427 1395 655">Line 2 Parents/Carers Y3/4 with other children in EYFS or KS1.</th> <th data-bbox="1395 427 1563 655">Line 3 Parents/Carers Y5/6</th> <th data-bbox="1563 427 1827 655">Line 4 Parents/Carers Y3/4</th> </tr> </thead> </table> <p><b><u>Y3/4 and Y5/6 Parents/Carers 3:05pm Collection: Y3/4 and Y5/6 collection time is</u></b></p> <p><b>3:05pm – access to the site will be available from 3:00pm. Late-stay children will remain with staff in the school building until 3:15pm. Please enter the <b>Church Hall/Drive gate</b> and line-up in the following way (staff will be there to assist):</b></p> <ul style="list-style-type: none"> <li>• We appreciate parents or grandparents with buggies or those who may be infirm may not be able to use the steps next to the TreeHouse and therefore will be able to exit using the same gate next to the Church Hall to exit. In this instance, please use your own judgement keeping your distance when returning up the drive. If this system is still difficult for you due to the reasons listed above, please contact school to make more suitable arrangements.</li> <li>• Parents with children in both Y3/4 and Y5/5 are asked to <b>join the line for their <u>oldest child</u></b>.</li> <li>• Parents/Carers with children in Y1/2 or EYFS and Y3/4/5/6 are asked to follow the one-way system; collect your child in Y3/4 or Y5/6 and then join the new line for your younger child.</li> <li>• Due to the need to maintain ‘bubbles’; the recommendation for staggered starts for ‘bubbles’ and the legal obligation to ensure that the children are receiving their correct hours in school, we will not be</li> </ul>	Line 1 Parents/Carers Y5/6 with other children in Y3/4, EYFS or KS1.	Line 2 Parents/Carers Y3/4 with other children in EYFS or KS1.	Line 3 Parents/Carers Y5/6	Line 4 Parents/Carers Y3/4
Line 1 Parents/Carers Y5/6 with other children in Y3/4, EYFS or KS1.	Line 2 Parents/Carers Y3/4 with other children in EYFS or KS1.	Line 3 Parents/Carers Y5/6	Line 4 Parents/Carers Y3/4				

**PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:**

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			<p>able to send younger siblings out at their elder line for their second child keeping their older child with them <b>at all times. This system will be reviewed according to guidance and effectiveness.</b></p> <ul style="list-style-type: none"> <li>• Children <b>will not</b> be allowed to play in the school grounds as they leave the site.</li> <li>• We ask that Parents observe social distancing whilst approaching school, lining up, collecting children and leaving the school grounds.</li> <li>• <b>School politely suggests that parents in wear face masks during this process unless they are exempt from doing so.</b></li> <li>• Teaching Staff <b>will not</b> be able to converse with Parents and Carers during this time – please contact the school office to make an appointment.</li> <li>• We kindly ask that Parents do not linger in or around the school grounds during pick-up and swiftly return to their vehicle once they have collected their child/ren.</li> <li>• <b>We kindly ask that only one Parent/Carer picks up their child/children.</b></li> <li>• <b>We request that Parents arrive promptly at their pick-up time and not before or <u>significantly after.</u></b></li> <li>• <b>We understand that unexpected things can happen to cause a late pick up. In these circumstances, if able, please contact the school office as soon as possible.</b></li> <li>• <b>Children whose parents are late may need to wait for their child to be released – allowing other year groups to exit first so that the process is not disrupted. After a 10min period, children whose parents have not yet arrived will be placed in late-stay and may incur a charge for use of the facility. After exiting from the Treehouse gate, Parents/Carers <u>with a child/ren in EYFS and KS1</u></b></li> </ul>

**PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:**

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			<p><b>will then be invited to line-up again at the top of the drive way near the Church Hall as described below:</b></p> <p><b><u>EYFS and Y1/2 Parents/Carers 3:15pm Collection:</u></b></p> <table border="1" data-bbox="1288 454 1590 510"> <tr> <td data-bbox="1288 454 1435 510">Line 1 EYFS</td> <td data-bbox="1435 454 1590 510">Line 2 Y1/2</td> </tr> </table>	Line 1 EYFS	Line 2 Y1/2
Line 1 EYFS	Line 2 Y1/2				
<p><b>Prevention</b></p> <p>Minimise contact</p>	<p>Staff, pupils, visitors, contractors, household members</p>	<p>Potential spread of infectious disease</p>	<p>The number of contacts between pupils and staff is reduced. This is achieved through keeping year group bubbles separate and through maintaining distance between individuals. The balance between the bubbles and social distancing is based on:</p> <ul style="list-style-type: none"> <li>• Pupils ability to distance;</li> <li>• The layout of the school site;</li> <li>• The feasibility of keeping distinct groups separate while offering a broad curriculum</li> </ul> <p><u>Staff room/Main Office</u></p> <ul style="list-style-type: none"> <li>• The use of staff rooms is restricted to picking up/heating food and making drinks to take to another location. Only two people at the drinks counter at one time – all staff to be 1m apart at all times.</li> <li>• Only two members of staff (plus Ashley) in the office at any one time.</li> <li>• Staff to wear facemasks in communal areas including all offices, corridors and toilets.</li> <li>• <b>STAFF MUST TAKE RESPONSIBILITY FOR KEEPING THEMSELVES SAFE AND OBSERVING SOCIAL DISTANCES.</b></li> </ul> <p><u>Toilets</u></p> <ul style="list-style-type: none"> <li>• The number of children using the toilet at any one time is limited and should not exceed 2 children.</li> <li>• Bubbles are allocated their own toilets to use: <ul style="list-style-type: none"> <li>○ EYFS – toilets in classroom and disabled toilets for staff and nappy changing. Access to toilets required during playtime.</li> </ul> </li> <li>• Y1/2 – toilets in classroom only, staff to use staff toilet following</li> </ul>		

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			<p>cleaning procedure, handwashing and mask wearing. Access to toilet required during playtime.</p> <ul style="list-style-type: none"> <li>• Y3/4 – to use junior toilets, timetabled toilet times - cleaning after timetabled use, children to wear masks. Two cubicles allocated to Y3/4 and two to Y5/6 – boy/girl. Staff to use walkie-talkie to communicate toilet use to Y5/6. Staff to use staff toilet following cleaning procedure, signage to support handwashing – masks to be worn.</li> <li>• Y5/6 – to use sink in room for handwashing. Timetabled toilet times – cleaning after timetabled use, children to wear masks. Two cubicles allocated to Y3/4 and two to Y5/6 – boy/girl. Sanitary unit placed in Y5/6 girls Staff to use walkie-talkie to communicate toilet use to Y3/4. Staff to use staff toilet following cleaning procedure, signage to support handwashing – masks to be worn. <ul style="list-style-type: none"> <li>○ Lidded bins in all toilets.</li> <li>○ No hand-dryers to be used.</li> <li>○ Paper towels only.</li> <li>○ Hand-washing signage in all pupil and staff toilets.</li> </ul> </li> </ul> <p><u>Staff</u></p> <ul style="list-style-type: none"> <li>○ EYFS staff use disabled toilet.</li> <li>○ Y1/2 staff use Staff Toilet</li> <li>○ Office/SLT use Staff Toilet</li> <li>○ Yr3/4 staff use Staff Toilet</li> <li>○ Yr5/6 staff use Staff Toilet.</li> <li>○ Access rooms directly from outside where possible; collected and dropped off from agreed collection points.</li> <li>○ Staff should only move between bubbles when necessary wearing a mask at all times.</li> <li>○ Where staff need to move between classes and year groups, where possible they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</li> <li>○ Adults to avoid close face to face contact and minimise time spent within</li> </ul>

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			<p>1 metre of anyone.</p> <ul style="list-style-type: none"> <li>○ 15mins or more close contact with a child should be recorded in class bubble record.</li> <li>○ First-aid provided to children to be recorded in class bubble with reference to first-aid slip.</li> <li>○ First-aid slips to be used as normal.</li> <li>○ Pupils old enough should be supported to maintain distance and not touch staff and their peers.</li> <li>○ Classrooms and other learning environments are organised to maintain space between seats and desks where possible.</li> <li>○ Pupils are seated side by side and facing forwards where possible in the Juniors.</li> <li>○ No carpet time.</li> <li>○ In the Infants, Yr1/2 pupils sit for short periods of time in grouped tables – having their own places (If pupils are required to move tables – these will be cleaned). Carpet time reduced.</li> <li>○ EY pupils are not expected to socially distance.</li> </ul> <p><u>Lunch</u></p> <ul style="list-style-type: none"> <li>● Y1/2 in Church Hall</li> <li>● EYFS in Church Hall <ul style="list-style-type: none"> <li>○ Church Hall split into two sections – one for Y1/2 and one for EYFS</li> <li>○ NO to serve EYFS</li> <li>○ SS to serve Y1/2</li> <li>○ Tables set up and cleared away.</li> <li>○ Toilets – Y1/2 ladies; EYFS mens; staff disabled.</li> <li>○ Kitchen lead in kitchen</li> <li>○ Kitchen lead to clean tables when all children have left.</li> <li>○ Tables labelled so that same ones are used daily for the year groups.</li> <li>○ Sandwiches only for the first 4 weeks.</li> </ul> </li> </ul>

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			<ul style="list-style-type: none"> <li>○ Meals to be brought to tables by staff.</li> <li>○ Windows to be open in Hall.</li> <li>○ eat outside when weather permits,</li> <li>○ Kitchen to remain in kitchen unless absolutely necessary. Kitchen lead to wear masks when entering Y1/2 and EYFS areas – hands washed before and after entering.</li> </ul> <p style="text-align: center;"><b>EYFS 11.50 - 12.20 in hall – NO to supervise 12:25-12:50 in playground</b></p> <p style="text-align: center;"><b>Year 1 and 2 12 – 12:30 in hall 12:30-12:55 in playground</b></p> <p style="text-align: center;"><b>Y5/6 Toilet time prior to lunch – 12:00-12:10pm ONLY Yr5/6 - 12.00-12.25 in playground Y5/6 area JG to supervise Lunch 12:30-12:55 in Y5/6 JG to supervise Toilet time 1:15-1:30pm</b></p> <p style="text-align: center;"><b>Y3/4 Toilet time prior to lunch – 11:40-11:55pm ONLY Y3/4 – 11:55-12:20 in playground Y3/4 area CH to supervise Lunch 12:25-12:50 in Y3/4 bubble – enter through front porch door – CH to supervise. Toilet time 12:55-1:10pm</b></p> <p>Break-times:</p> <ul style="list-style-type: none"> <li>● EYFS outdoor area available at all times. EYFS can use specified area of playground outside of allocated times for other bubbles.</li> <li>● Y1/2 10:10am -10:25am in allocated area bubble.</li> <li>● Y3/4/5/6 10:30-10:45am in allocated area bubble.</li> <li>● 1 adult with class bubble with another member of staff allocated and available first - aid that needs to be carried out indoor.</li> <li>● Rotas for outside supervision to be created by lead staff member in</li> </ul>

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			<p>bubbles – remembering that teaching staff need to time to prep. for next session.</p> <ul style="list-style-type: none"> <li>• First aid to be carried out by designated first-aider in that bubble for that day.</li> </ul> <p>Toilet Times Y5/6:</p> <ul style="list-style-type: none"> <li>• 10-10:15am</li> <li>• 12:00-12:10pm</li> <li>• 1:15-1:30pm</li> <li>• 10mins prior to PE slot</li> <li>• No equipment or clothing to be stored in the Junior Toilet.</li> <li>• Coats to be stored on backs of chairs in classroom with equipment in trays.</li> <li>• No PE kits in school.</li> <li>• Hygiene around toilet use to be discussed on first day and constant reminders given.</li> <li>• Ensure children wash hands after using toilet – constant hygiene reminders in class.</li> <li>• Classroom staff to wipe-down staff after bubble has used them during allocated times.</li> <li>• Y5/6 to use class sink for general handwashing.</li> </ul> <p>Toilet Times Y3/4:</p> <ul style="list-style-type: none"> <li>• 10-15-10:30am</li> <li>• 11:40-11:55am</li> <li>• 12:55-1:10pm</li> <li>• 10mins prior to PE slot</li> <li>• No equipment or clothing to be stored in the Junior Toilet.</li> <li>• Coats to be stored on backs of chairs in classroom with equipment in trays.</li> <li>• No PE kits in school.</li> </ul>



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			<ul style="list-style-type: none"> <li>• Hygiene around toilet use to be discussed on first day and constant reminders given.</li> <li>• Ensure children wash hands after using toilet – constant hygiene reminders in class.</li> <li>• Classroom staff to wipe-down staff after bubble has used them during allocated times.</li> <li>• Y3/4 to use toilets for handwashing and toilet use.</li> </ul> <p>Outside of these times, toilet usage communicated through sign outside toilet door – children from other class is not to enter if the Y5/6 or Y3/4 sign is turned over.</p> <ul style="list-style-type: none"> <li>• Large gatherings such as assemblies are avoided with class assemblies held instead of whole school assemblies.</li> <li>• Virtual and outside assemblies may also take place with restricted numbers.</li> <li>• Staff meetings – held virtually.</li> <li>• PPA – staff encouraged to work from home.</li> <li>• PPA in school to use Heads office – no more than two people at a time.</li> <li>• The timetable is revised to implement where possible:                         <ul style="list-style-type: none"> <li>○ Plan for lessons or activities which keep bubbles apart and movement around the school site to a minimum;</li> <li>○ Maximise the number of lessons or classroom activities which could take place outdoors;</li> <li>○ Break times (including lunch) are staggered so that all pupils are not moving around the school at the same time;</li> <li>○ Drop-off and collection times are staggered and communicated to parents;</li> <li>○ Parents’ drop-off and pick-up protocols are planned and communicated so that they minimise adult to adult contact;</li> </ul> </li> </ul>

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<p><b>List of significant hazards</b> (something with the potential to cause harm)</p>	<p><b>Who might be harmed</b></p>	<p><b>Type of harm</b></p>	<p><b>Existing controls</b> (actions already taken to control the risk - include procedure for the task/activity where these are specified)</p>
			<ul style="list-style-type: none"> <li>• Pupils use the same classroom or defined area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. And are seated at the same desk. High touch areas are to be cleaned regularly during the day and ticked off when completed;</li> <li>• Mixing within education or childcare setting is minimised by: <ul style="list-style-type: none"> <li>○ accessing rooms directly from outside where possible;</li> <li>○ staggering lunch breaks and pupils clean their hands beforehand and enter in the groups they are already in or pupils are brought their lunch in their classrooms;</li> <li>○ The number of pupils (2) using the toilet in a bubble at any one time is limited;</li> </ul> </li> <li>• The use of shared space such as halls is limited and there is cleaning between use by different year groups- only used for ASC,BC, PE, Music and lunches – well-ventilated at all times.</li> <li>• To minimise movement and exposure to children, the LCC Music teacher will teach in hall, washing hands and using a mask whilst changing bubbles. The Music Teacher must wash their hands before entering and leaving the room. Any singing should be in groups of 15. Control measures of physical distancing, playing and singing outside, positioning pupils back to back or side to side, avoiding sharing of instruments and ensuring good ventilation are put in place. (SEE MUSIC SERVICE RISK ASSESSMENT).</li> <li>• Visitors to the site, such as contractors, local authority employees and health employees to be fully briefed on the school’s arrangements and follow site guidance on physical distancing and hygiene on or before arrival. Where visits can happen outside of school hours, they should. A record will be kept of all visitors and their contact details for track and trace. Signage on gates and entrances will support this process.</li> <li>• Access to School site during the school day will through the drive gate only. All other gates will be locked and signage on all gates will provide clear instructions of how to contact the office before entering site.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Classroom based resources, such as books and games, are used and shared within the bubbles; these are cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes, such as sports, art and science equipment are cleaned frequently between year groups, 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 pods;</li> <li>• Reading books return on a Friday and changed on a Monday. Reading book given for home and school. Records made electronically where possible.</li> <li>• Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing is avoided. Rules on hand cleaning, cleaning of the resources and rotation apply to these resources.</li> <li>• Staff and pupils have their own individual, frequently used equipment, such as pencils and pens, in a bag which the school supplies. No personal pencil cases are permitted.</li> <li>• Physical Education classes should be kept in consistent groups and sports equipment thoroughly cleaned between use by different groups. Contact sport to be avoided. Outdoor sports to be prioritised and large indoor spaces used where not to ensure maximising distance between pupils and high levels of cleaning and hygiene.</li> <li>• First Aid – Children, young people or learners who require first aid should continue to receive care in the same way. No additional PPE is needed because of coronavirus (COVID-19) for anyone who does not have coronavirus (COVID-19) symptoms.</li> <li>• EYFS to be cleaned after groups in first 3 weeks.</li> <li>• Reminders regarding appropriate hygiene when food making / tasting.</li> <li>• Climbing zone for reception/Shelter to be cleaned after use and before the next year group arrives. Cleaning products available for staff to</li> </ul>

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			<p>clean if their class wants to visit the equipment.</p> <ul style="list-style-type: none"> <li>• Lunchtime equipment to be sprayed daily – assigned to different year groups</li> <li>• Inform parents to ensure children have water bottles in school- sent home daily</li> <li>• Visors in your class PPE bags. Staff are advised to maintain a sensible distance between themselves and children. If they are working in close proximity to a child it is recommended that you are forward facing and try to keep this 'sensible' distance. The guidance does not require PPE beyond what they would normally need for work</li> <li>• If you are working in close proximity with a group or a child, and this is a planned activity that you have time to get ready for, school would recommend that you could and would support the wearing of a visor which is included in the class PPE bag. (This is because staff could potentially be with this child/group for a significant amount of time (15mins).</li> <li>• Staff asked to put your initials on these in permanent marker and wash frequently with soap and warm water.</li> <li>• Visors will help to minimise any possibility of face-to-face contact and add a barrier.</li> <li>• Remember - good handwashing, hygiene and frequent high-touch cleaning are paramount to the safety of all.</li> <li>• Staff 'bubble' books to record any close contact with another for longer than 15mins or close contact with a child or adult displaying symptoms – with or without PPE.</li> <li>• Staff are to wash hands when moving between bubbles and wear face masks in communal areas.</li> <li>• Staff are not to enter other bubbles during teaching time unless it is an</li> </ul>

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			<p><b>absolute emergency.</b></p> <ul style="list-style-type: none"> <li>• Staff are to wash and sanitise hands before and after using the photocopier.</li> <li>• Photocopiers are not to be used during the teaching day when children are in that bubble unless you have a photocopier in your bubble.</li> <li>• Emergency photocopying can be carried out in the office – observing the rules for communal areas and the restricted numbers for a room.</li> </ul>
<p><b>Minimise Contact – Face Masks</b></p>	<p>Staff, pupils, visitors, contractors, household members</p>	<p>Potential spread of infectious disease</p>	<p><b>Children will not be required to wear face coverings whilst attending school.</b></p> <p><b><u>Staff, Parents and visitors will be requested to wear them in communal areas.</u></b></p> <p><b>Children who are aged 5 or above are requested to wear a face covering if they are accessing and leaving school via public transport.</b></p> <p>The above decision has been made in light of the following Government Guidance issued on the 28<sup>th</sup> August:</p> <p><b><i>‘The government is not recommending universal use of face coverings in all schools. Schools that teach children in years 7 and above and which are not under specific local restriction measures will have the discretion to require face coverings for pupils, staff and visitors in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas and it has been deemed appropriate in those circumstances.</i></b></p> <p><b><u>Primary school children will not need to wear a face covering.</u> In primary</b></p>

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			<p><i>schools where social distancing is not possible in areas outside of classrooms <b><u>between members of staff or visitors, for example in staffrooms,</u></b> headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.</i></p> <p><i>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.'</i></p>
Transmission of Covid-19 through insufficient personal hygiene	Staff, pupils, visitors, contractors, household members	Potential spread of infectious disease	<p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. We must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future.</p> <p>Points to consider and implement:</p> <p>That school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly</p> <p>supervision of hand sanitiser use given risks around ingestion.</p> <p>Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative building these routines into school culture, supported by behaviour expectations, and helping ensure younger children, and those with</p>

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			<p>complex needs, understand the need to follow them</p> <p>Good hand hygiene and the need to wash hands more frequently is promoted around school;</p> <p>Staff, pupils and visitors are instructed to wash hands when they arrive at school, when they return from breaks, when they change rooms, before and after eating, after using the bathroom, after touching shared resources or after touching their face, blowing their nose, sneezing, coughing;</p> <p>Hand washing facilities are readily available. Where hand washing facilities are not readily available, hand sanitiser stations have been positioned to allow pupils and staff to clean their hands regularly;</p> <p>Where necessary pupils are supervised and monitored to ensure safe and appropriate hand hygiene;</p> <p>Skin cleaning wipes have been made available for use with very young pupils or pupils with complex needs;</p> <p>Pupils are encouraged to avoid touching their faces whenever possible particularly with unwashed hands;</p> <p>The Catch it, Bin it, Kill it guidance is promoted to catch coughs and sneezes in tissues and throw them in the bin immediately (hands to be washed immediately after disposal);</p> <p>The 'catch it, bin it, kill it' approach continues to be very important, school must ensure that we have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right and all pupils understand that this is now part of how the school operates. The <a href="#">e-Bug coronavirus (COVID-19) website</a> contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</p>

**PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:**

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			<p>Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example, those who spit uncontrollably or use saliva as a sensory stimulant. Face masks and visors must be worn with these pupils and staff to socially distance wherever possible;</p> <p>Pupils are reminded how to catch coughs and sneezes if a tissue is not readily available i.e. in the crook of the elbow rather than in the hands;</p> <p>Posters are displayed on good hand washing technique and government guidelines on good respiratory hygiene;</p> <p>Young pupils and pupils with complex needs are supported to follow the catch it, bin it, kill it guidance;</p> <p>Tissues are readily available around school including in all classrooms and sufficient numbers of bins are in place for the disposal of tissues.</p> <p><b>Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents</b></p> <ul style="list-style-type: none"> <li>➤ putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</li> <li>➤ more frequent cleaning of rooms and shared areas that are used by different groups</li> <li>➤ frequently touched surfaces being cleaned more often than normal</li> <li>➤ toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it – Y5/6/3/4 are to share toilets but have their own allocated toilets within these. No more than two allowed in at any time. Not to enter if there</li> </ul>



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List of significant hazards (something with the potential to cause harm)	Who might be harmed	Type of harm	Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified)
			is a child from a different bubble in there.
Spread of COVID-19 virus via germs on surfaces and furniture within the building	Staff, pupils, visitors, contractors, household members	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>• An enhanced cleaning schedule is followed which includes;               <ul style="list-style-type: none"> <li>— More frequent cleaning of rooms/shared areas that are used by different groups;</li> <li>— Sanitising of tables in the dining area between different groups (bubbles) having their lunch. Sanitising of tables in classrooms before and after lunch:                   <ul style="list-style-type: none"> <li>○ Reception, Year 1 and 2 children are entitled to Universal Free School Meals and will have a choice of a hot meal or packed lunch as they will be eating in the hall.</li> <li>○ Children entitled to Free School Meals will be provided with a packed lunch which they will eat in the classroom (this may chance to a hot meal option – we are awaiting confirmation from the School Dinners Service.)</li> <li>○ Children in Years 3- 6 will eat lunch in their classroom.</li> <li>○ <b>Fruit ONLY Snacks/NUT ALLERGY</b> - As we are a healthy school and we are educating and promoting healthy lifestyles to our children, fruit and vegetable only snacks are allowed for break times from September. <b><u>Parents asked to ensure that their child does not bring any food into school that CONTAINS NUTS as we do have a child with a nut allergy in school.</u></b></li> <li>○ Welfare staff are to be allocated to different bubbles where they will remain. This bubbles will be linked to the bubbles that they are in for their teaching responsibilities.</li> </ul> </li> </ul> </li> </ul>

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<p><b>List of significant hazards</b> (something with the potential to cause harm)</p>	<p><b>Who might be harmed</b></p>	<p><b>Type of harm</b></p>	<p><b>Existing controls</b> (actions already taken to control the risk - include procedure for the task/activity where these are specified)</p>
			<ul style="list-style-type: none"> <li>○ More frequent cleaning of touched objects such as railings/bannisters, door and window handles, taps, desk/table tops, play equipment, toys, sports equipment, teaching &amp; learning aids, computer equipment, telephones and bathroom facilities;</li> <li>○ thorough cleaning of all occupied areas at the end of the day with additional staffing to support this;</li> <li>○ An enhanced clean on a Friday of all occupied areas;</li> <li>● When cleaning, the usual products i.e. detergents and bleach will be used as these are effective at getting rid of the virus on surfaces;</li> <li>● Staff have been instructed on cleaning and sanitising requirements including the use of chemicals and cleaning materials and instructions on the use of PPE;</li> <li>● PPE is provided for staff to wear during cleaning activities and must be worn as instructed e.g. gloves etc.;</li> <li>● COSHH risk assessments are in place and followed for cleaning products and have been shared with staff as necessary;</li> <li>● A documented cleaning checklist is in place to ensure the enhanced cleaning schedule is followed and maintained;</li> <li>● As the ability to social distance in early years setting is limited, additional meticulous attention is given to the cleaning regime and is made clear to the staff involved in doing this;</li> <li>● In early years settings the use of soft toys and toys with intricate parts or that are otherwise hard to clean are not in use;</li> <li>● For individual and very frequently used equipment, such as pencils and pens, staff and pupils are instructed to have their own items that are not</li> </ul>

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			shared; <ul style="list-style-type: none"> <li>• Classroom based resources, such as books and games are used and shared within the bubble; these are cleaned regularly, along with all frequently touched surfaces;</li> <li>• Resources that are shared between classes or bubbles, such as sports, art and science equipment are cleaned frequently and meticulously between bubbles;</li> <li>• Resources that are shared between classes or bubbles, such as sports, art and science equipment are 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;</li> <li>• Pupils are only allowed to bring essentials into school each day including school bag, lunch boxes, hats, coats, books, stationery and mobile phones;</li> <li>• Pupils and teachers are permitted to take books and other shared resources home that contribute to the pupil's education and development. Unnecessary sharing including the sharing of items that do not contribute to a pupil's education or development is not permitted;</li> <li>• Shared resources are cleaned frequently and meticulously and before being shared and taken home or;</li> <li>• Shared resources are rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) before being shared and taken home;</li> <li>• Lidded bins are available in each bubble for children to dispose of tissues or hand-washing paper towels.</li> <li>• Each bubble has a designated toilet and hand-washing area – these areas are classed as high touch and must be cleaned regularly by staff wearing</li> </ul>

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List of significant hazards (something with the potential to cause harm)	Who might be harmed	Type of harm	Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified)
			<p>full PPE;</p> <ul style="list-style-type: none"> <li>• Waste bins are emptied at least daily or more often as necessary and the contents disposed of safely;</li> <li>• School follows the procedures set out in the Government guidance <a href="#">Cleaning in Non-Health Care Settings</a> following a confirmed or suspected case of COVID-19 on site;</li> <li>• Contaminated or suspected contaminated waste will be double bagged, labelled and stored for 72 hours before being disposed of with general waste;</li> <li>• Where it is not possible to store waste for 72 hours, arrangements will be made for collection by the school's specialist clinical waste contractor;</li> <li>• Waste cleaning materials are disposed of in the usual way unless it is confirmed or suspected that they are contaminated as a result of a member of staff or pupil displaying symptoms;</li> <li>• Staff have been instructed to store personal items and clothing in areas not widely accessible during the working day e.g. in lockers.</li> <li>• Year 1 and 2 are to use the Y1/2 toilet for all hygiene purposes.</li> <li>• EYFS are to use their classroom toilets for all hygiene purposes.</li> <li>• Y3/4 are to use the Junior toilets for all hygiene purposes.</li> <li>• Y5/6 are to use the Junior toilet and classroom sink for all hygiene purposes.</li> <li>• Y3/4 and Y5/6 are to provided with extra support around good hygiene in order to support the use of shared facilities.</li> <li>• Y3/4 and Y5/6 are to be given specified times when they are able to use the toilets e.g. in preparation for break, before and after lunch.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Y5/6 are to use the classroom sink for just hand-washing requirements.</li> <li>• A signage is system is to be used so that children and staff know when a pupil has left a room to go to the junior classroom and to indicate to a pupil or member of staff that there is already someone in the bathroom.</li> <li>• EYFS and KS1, in zoned areas, to have morning play from 10:10am – 10:25am.</li> <li>• KS2, in zoned areas, are to have morning play from 10:30am- 10:45am.</li> <li>• KS1 to have outside play at 2pm-2:15pm if required;</li> <li>• EYFS to use only their outdoor provision in the afternoon on PE days they may use their zoned area between 2pm-2:15pm on other days;</li> <li>• KS2 may use their zoned areas outside of these times on non-PE days;</li> <li>• Extra support.               <ul style="list-style-type: none"> <li>➢ Pupils are encouraged to practice social distancing.</li> <li>➢ Parents/Carers are asked to reinforce this message at home.</li> <li>➢ Lesson plans/play activities are reviewed with social distancing in mind. Teaching support staff are instructed to wash their hands regularly and to avoid touching their face.</li> <li>➢ Staff assistance is available to pupils who are having trouble wash their own hands.</li> </ul> </li> </ul> <p>Nappy or Pad Changing</p> <ul style="list-style-type: none"> <li>• Parents/carers are requested to ensure their child has a clean new nappy/pad on when they arrive at school. This is to minimise the number of nappy/pad changers throughout the day.</li> <li>• Suitable personal protective equipment is available Disposable gloves Fluid resistant type IIR surgical mask Only if you suspect the child may</li> </ul>

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			<p>have coronavirus as you will be within the 2 metres social distancing rule.</p> <ul style="list-style-type: none"> <li>• Once used all PPE is disposed of together with the nappy.</li> <li>• Hands are washed before and after each nappy/pad change.</li> <li>• Handwashing facilities are available i.e. hot water, soap, hand sanitiser, paper towels etc.</li> <li>• Pregnant staff or staff with a low immune system must take care and use the precautions available when dealing with bodily fluids.</li> <li>• Where possible potty training should be implemented.</li> </ul>
Transmission of Covid-19 through airborne particles due to interaction with a large number of other pupils	Staff, pupils, visitors, contractors, household members	Potential spread of infectious disease	<p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining the distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> <li>➤ children's ability to distance</li> <li>➤ the lay out of the school</li> <li>➤ the feasibility of keeping distinct groups separate while offering a broad curriculum</li> </ul> <p>To implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).</p> <p>To limit interaction and the sharing of rooms and social spaces between groups as much as possible.</p> <p>keep children in their class groups for the majority of the classroom time, but</p>

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			<p>also allow mixing into wider groups for specialist teaching, wraparound care and transport,</p> <p>Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</p> <p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable.</p> <p>Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</p> <p>Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone.</p> <p>Similarly, it 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 should be provided as normal.</p> <p>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</p> <p>Make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary</p>

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			<p>furniture out of classrooms to make more space.</p> <p>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, we should avoid creating busy corridors, entrances and exits. Each class has a bubbled zone – entrances and exits.</p> <p>Office time should be minimised – number restrictions in use, breaks are to be taken in own bubble or shared area – under number restrictions and following cleaning requirements.</p> <p>The school has applied the Government's principles of keeping groups separate (bubbles), keeping bubble sizes as small as is reasonably practicable and maintaining social distancing based on the age and ability of the pupils and the feasibility of measures when offering a broad curriculum;</p> <p>Pupils have been placed in 'class bubbles' and interaction between other classes minimised as far as is reasonably practicable;</p> <p>Pupils have been placed in 'class bubbles' for core subjects but are mixed in some curriculum subjects. Interaction between other year groups is minimised as far as is reasonably practicable;</p> <p>Following an assessment of the school circumstances and the practical logistics, pupils have been placed in 'year group' bubbles to enable the school to offer a full curriculum. Interaction between other year groups is minimised as far as is reasonably practicable;</p> <p>Children in early years settings are kept in small groups as far as possible;</p> <p>Staff members in early years settings stay within a single group (bubble) on a day to basis as far as possible;</p> <p>Settings offering alternative provision take steps to minimise social contact and mixing as far as is practicable;</p> <p>Smaller alternative provision settings have adopted a whole school bubble</p>



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			<p>approach in order to best meet the needs of the pupils;</p> <p>Classrooms are not shared with other class groups;</p> <p>Measures have been put in place to limit interaction, between groups (bubbles) as much as possible;</p> <p>Start and finish times are staggered to keep groups apart as they arrive and leave school;</p> <p>Groups have specified entry and exit points which are the same for all activities outside and for arrival and departure from school.</p> <p>Start and finish times and breaks are staggered to ensure that corridors or circulation routes have a limited number of pupils using them at any time and to reduce mixing between groups;</p> <p>Children in different groups are encouraged not to play together/socialise at break times. Breaks are staggered to restricted the number of children playing at one time and groups are supervised and kept apart as far as possible;</p> <p>Classroom selection and timetabling have been carefully managed to reduce movement around the building and to prevent mixing of different groups of pupils;</p> <p>Where possible rooms are accessed directly from outside;</p> <p>A one-way circulation route along corridors and stairs is in operation;</p> <p>Pupils in different groups are encouraged not to mix together at break times and groups are supervised and kept apart as far as possible;</p> <p>Lunch breaks are staggered allowing for time for cleaning of surfaces in dining areas between groups;</p> <p>Different groups in the dining area will be kept apart as much as possible;</p> <p>As far as practicable groups will be kept apart with only brief transitory</p>

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			<p>contact where this is unavoidable;</p> <p>Large gatherings such as assemblies or collective worship with more than one group is prohibited including harvest, Christingle, assemblies and performances;</p> <p>No PTA events;</p> <p>Pupils are kept in consistent groups during P.E and outdoor sports are prioritised where possible;</p> <p>When indoor sport is unavoidable a large indoor space – the Church Hall - is used maximising distancing between pupils and scrupulous attention is given to cleaning and hygiene;</p> <p>The Church Hall is high-touch cleaned between groups;</p> <p>Where necessary external facilities are also used in line with government guidance for the use of, and travel to and from, those facilities;</p>
<p>Transmission of Covid-19 through airborne particles due to interaction with a large number of other pupils in the Church Hall.</p> <p>Transmission of Covid-19 through airborne particles due to close proximity to others in the Church Hall</p>	<p>Staff, pupils, visitors, contractors, household members</p>	<p>Potential spread of infectious disease</p>	<ul style="list-style-type: none"> <li>• Meeting with Church Hall Committee Members to confirm arrangements for September (20.07.2020);</li> <li>• Large gatherings such as assemblies or collective worship with more than one group is prohibited;</li> <li>• Pupils are kept in consistent groups during P.E and outdoor sports are prioritised where possible;</li> <li>• When indoor sport is unavoidable a large indoor space – the Church Hall - is used maximising distancing between pupils and scrupulous attention is given to cleaning and hygiene;</li> <li>• Church Hall only to be used for EYFS, Year 1 and 2 School Dinners with zoned areas;</li> <li>• School lunchtimes to be staggered to support the least amount of groups in the school hall and playground;</li> </ul>

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			<ul style="list-style-type: none"> <li>• Y3/4 and Y5/6 playground – 12 – 12:25pm. 12:30- 12:55pm lunch in classroom bubbles.</li> <li>• EYFS 11:55am- 12:25pm Lunch in the hall. Playground: 12:25pm- 12:55pm.</li> <li>• Y1/2 12:00pm- 12:30pm Lunch in the hall. Playground: 12:30pm- 12:55pm.</li> <li>• Staff within bubbles to escort EYFS and KS1 to the Church Hall;</li> <li>• Children to wash hands before entering the hall and sanitise on entry.</li> <li>• Children to wash hands on exiting the hall before going out to play;</li> <li>• PE children to sanitise hands on exiting the Church Hall and wash in bubbles on return to the classroom;</li> <li>• Hand-sanitiser station to be placed on entry to Church Hall;</li> <li>• Cleaning station to be created with PPE on entry to the Church Hall;</li> <li>• School cleaning station and equipment to be established following school systems at the school side of the stage;</li> <li>• School kitchen to follow the risk-assessment laid out by Lancashire County for Lancashire School Kitchens;</li> <li>• School kitchen staff to access support and training around the running of the school kitchen and the implementation of the Lancashire Schools Kitchens Risk Assessment;</li> <li>• Cleaning to be carried out by Lancashire School Dinner Staff before and after lunchtime;</li> <li>• Cleaning to be carried out by School Cleaning Staff at the end of every day;</li> </ul>

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			<ul style="list-style-type: none"> <li>• Toilets are to be allocated for bubbles – EYFS to use the girl’s toilets;</li> <li>• Y1/2 to use the boy’s toilets and disabled toilets.</li> <li>• The urinals in the boy’s toilets are to be taped up and are not to be used;</li> <li>• The hand-dryers are not to be used and paper-towel dispensers to be placed in all three toilets;</li> <li>• The toilet next to the stage is not to be used;</li> <li>• The Church Hall is not available for anyone from the Church to use or enter unless by prior arrangement with the school.</li> </ul>
Transmission of Covid-19 through airborne particles due to close proximity to others	Staff, pupils, visitors, contractors, household members	Potential spread of infectious disease	<p>It is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>This can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> <li>➤ mechanical ventilation systems (Y1/2 and EYFS) – these should be 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>➤ natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air</li> <li>➤ natural ventilation – if necessary external opening doors may also be</li> </ul>

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			<p>used (as long as they are not fire doors and where safe to do so)</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> <li>➤ opening high level windows in preference to low level to reduce draughts</li> <li>➤ increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</li> <li>➤ providing flexibility to allow additional, suitable indoor clothing. For more information see <a href="#">School uniform</a></li> <li>➤ rearranging furniture where possible to avoid direct drafts</li> </ul> <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p> <p>H+S walk-through to be carried out twice before opening and any identified issues from the first one dealt with and reassessed in the second walk-through.</p> <p>Weekly H+S walkthroughs to be carried out by HT and AT on a Monday prior to opening – using complied checklist.</p> <p>Guidance and training is provided for staff to ensure they understand, and can enforce, the new routines and support pupils in understanding them and are familiar with revised physical arrangements, well in advance on when wider opening begins. Training materials sent out to all staff and delivered during training on 02.06.2020.</p> <p>Staff to maintain a 2 metre distance from each other at all times;</p> <p>Primary school staff maintain a 2 metre distance from pupils as far as is</p>

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			<p>reasonable and when circumstances allow;</p> <p>Primary school staff avoid close face to face contact and minimise time spent within 1 metre distance of anyone;</p> <p>All staff and pupils are expected to adhere to the current social distancing guidelines as far as is reasonably practicable;</p> <p>Where space allows, pupils who are old enough are supported to maintain a distance from each other and are encouraged not to touch staff and their peers where possible;</p> <p>Where staff or pupils cannot maintain social distancing due to space restrictions the risk is reduced by keeping pupils in smaller, class-sized group bubbles; (See above)</p> <p>Everyone follows the Catch it, Bin it, Kill it guidance to catch coughs and sneezes in tissues and throw them in the bin immediately (hands to be washed immediately after disposal). Materials for teaching the children this guidance is shared with all teaching staff and covered and recapped as and when required. Posters to support placed around school at relevant points.</p> <p>Tissues are readily available in the all the ‘bubbles’ and zoned areas being used;</p> <p>Pupils are reminded how to catch coughs and sneezes if a tissue is not readily available i.e. in the crook of the elbow rather than in the hands – supported by teaching materials and posters;</p> <p>Hand sanitiser has been made available where hand washing facilities are not readily accessible. Hand sanitiser will be available in each bubble alongside hand-washing facilities. Dispensers will be placed at each entrance and exits with signage to support and remind.</p> <p>An enhanced cleaning schedule is followed for frequently touched objects such as railings/bannisters, door and window handles, taps, desk/table tops, sports equipment, teaching &amp; learning aids, computer equipment, telephones,</p>

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			<p>toys and bathroom facilities. This check-list is shared with all staff during training, is visible in 'bubbled' zones and adapted to the particular needs of certain bubbles;</p> <p>To facilitate social distancing and to limit the amount of touchable surfaces, unnecessary items have been removed from classrooms and other learning environments and placed in storage where they do not pose increased trips or fire risks. Where necessary additional storage facilities will be provided. These are not to be placed under the TreeHouse or in the cellar;</p> <p>Good housekeeping is maintained at all times and the cleaning checklist adhered to and viewed weekly;</p> <p>Waste bins are emptied at least daily or more often as necessary and the contents disposed of safely;</p> <p>Classrooms have been adapted to support social distancing where possible including;</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;</li> </ul> <p>Where practical desks have been assigned to individuals or to the smallest number of pupils possible. Where desk sharing cannot be avoided desks are wiped down between changes of pupils;</p> <p>As much as possible, fresh air is increased within buildings by opening windows and doors frequently to encourage ventilation, taking account of any potential security or fire safety issues:</p> <ul style="list-style-type: none"> <li>All windows to be open in rooms at all times;</li> <li>The heating to be on at all times in school;</li> <li>The external door to the fire-exit to be opened in Y1/2;</li> <li>The external door to the EYFS back play-area to be opened at all</li> </ul>

**PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:**

<b>List of significant hazards</b> (something with the potential to cause harm)	<b>Who might be harmed</b>	<b>Type of harm</b>	<b>Existing controls</b> (actions already taken to control the risk - include procedure for the task/activity where these are specified)
			<p>times;</p> <p>The door into Y5/6 to be opened at all times;</p> <p>No photocopying in Y5/6 during the day – this is to be done before 8:45am and after 3:30pm.</p> <p>No staff are to use the door to Y3/4 as access for Y1/2;</p> <p>Year 1 and 2 are to use the Y1/2 toilet for all hygiene purposes.</p> <p>EYFS are to use their classroom toilets for all hygiene purposes.</p> <p>Y3/4 are to use the Junior toilets for all hygiene purposes.</p> <p>Y5/6 are to use the Junior toilet and classroom sink for all hygiene purposes.</p> <p>Y3/4 and Y5/6 are to be provided with extra support around good hygiene in order to support the use of shared facilities.</p> <p>Y3/4 and Y5/6 are to be given specified times when they are able to use the toilets e.g. in preparation for break, before and after lunch.</p> <p>Y5/6 are to use the classroom sink for just hand-washing requirements.</p> <p>A signage system is to be used so that children and staff know when a pupil has left a room to go to the junior classroom and to indicate to a pupil or member of staff that there is already someone in the bathroom.</p> <p>Each bubble, including the TreeHouse has an established and listed cleaning procedure, allocation of cleaning materials; allocation of PPE and first-aid kit.</p> <p>Where mechanical ventilation is present (Y1/2), re-circulatory systems have been adjusted to full fresh air. Where this is not possible mechanical ventilation systems have been switched off;</p>



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			<p>The school will follow the procedures as set out in the Government guidance <a href="#">Cleaning in Non-Health Care Settings</a> following a confirmed or suspected case of COVID-19 on site;</p> <p>Contaminated or suspected contaminated waste will be double bagged in yellow bag, labelled and stored for 72 hours before being disposed of with general waste. These bags will be stored under the TreeHouse;</p> <p>Where it is not possible to store waste for 72 hours, arrangements will be made for collection by the school's specialist clinical waste contractor.</p> <p>A strict colour coding system of cleaning equipment is in place to reduce the risk of cross contamination including mops and wipes;</p>
Transmission of Covid-19 through airborne particles due to singing, chanting, playing wind or brass instruments or shouting.	Staff, pupils, visitors, contractors, household members	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>• Singing, and playing wind and brass instruments will not take place in larger groups such as school choirs and ensembles, or school assemblies;</li> <li>• During music lessons or clubs involving singing, shouting or the playing of wind and brass instruments group sizes will be restricted to 15;</li> <li>• A 2 metre social distance will be maintained and pupils will be positioned back to back or side by side;</li> <li>• Instruments will not be shared where at all possible, where this is not possible frequent cleaning of instruments between use will take place;</li> <li>• When practical, singing and wind/brass instruments will be played outside. If this is not possible windows will be opened to encourage good ventilation.</li> </ul> <p><i>See Music Provision listed further in document.</i></p>
Transmission of Covid-19 staff work areas	Staff, pupils, visitors, contractors, household members	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>• Where practical and the role allows, staff are supported to work from home;</li> <li>• All staff are to carry out PPA at home;</li> </ul>

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			<ul style="list-style-type: none"> <li>• The occupancy of the school office and PPE rooms is restricted to ensure social distancing rules can be observed;</li> <li>• The school office layout has been rearranged to facilitate side by side working rather than face to face;</li> <li>• Dividing screens have been placed in-between work areas where necessary;</li> <li>• Shared work areas are avoided. Where this is not possible work areas are thoroughly sanitised before and after use by different people;</li> <li>• Work areas are well-ventilated with windows open;</li> <li>• Sanitising wipes are available to enable shared desks and equipment to be cleaned before and after use, staff are reminded of this requirement regularly;</li> <li>• Measures have been put in place to protect office staff when dealing with contractors, parents and visitors. <b>Perspex screens have been installed in open reception areas.</b></li> </ul>
Transmission of Covid-19 staff rest areas	Staff, pupils, visitors, contractors, household members	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>• The main office will be adapted so that it can serve as a staff room during lunchtimes;</li> <li>• The main office will be cleaned between its morning usage, lunchtime usage and afternoon usage;</li> <li>• The staff room is to be cleaned between each staggered lunch break;</li> <li>• Staff breaks after 1pm will be taken in the TreeHouse (unless required as an isolation zone and then the main office will be used) in which high-touch areas must be cleaned before and after use;</li> <li>• Lunch breaks for staff are staggered to limit the occupancy of the staff room and additional space for breaks will be created by using other parts of the school if available;</li> </ul>

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			<ul style="list-style-type: none"> <li>• The number of staff allowed in the staff room (main office and TreeHouse) at any one time is restricted to enable social distancing to be maintained;</li> <li>• Staff room furniture (in the main office and TreeHouse) has been reconfigured to maintain social distancing and reduce face to face contact.</li> <li>• Signage and floor markings support staff to maintain 2 metre distance;</li> <li>• Staff are encouraged to bring their own food to work. Staff are encouraged not to purchase food off site to prevent possible transmission of the COVID-19 virus through contact with other people and/or contaminated surfaces.</li> </ul>
Minimise Contact			<ul style="list-style-type: none"> <li>○ The number of contacts between pupils and staff is reduced. This is achieved through keeping year group 'bubbles' separate and through maintaining distance between individuals. The balance between the pods and social distancing is based on:               <ul style="list-style-type: none"> <li>• Pupils ability to distance;</li> <li>• The layout of the school site;</li> <li>• The feasibility of keeping distinct groups separate while offering a broad curriculum</li> </ul> </li> </ul> <p><u>Staff room</u></p> <ul style="list-style-type: none"> <li>○ The use of staff rooms is restricted to picking up/heating food and making drinks to take to another location. Face masks to be worn at all times.</li> <li>○ Only two people at the drinks counter at one time – all staff to be 1m apart at all times – wearing a mask.</li> <li>○ See children's break times.</li> <li>○ Alternative locations for lunch include classrooms and outside areas. Do not mix teams – arrangements for wet play will be discussed.</li> <li>○ <b>STAFF MUST TAKE RESPONSIBILITY FOR KEEPING THEMSELVES SAFE AND OBSERVING SOCIAL DISTANCES</b></li> </ul> <p><u>Toilets</u></p> <p>The number of children using the toilet at any one time is limited. Pods</p>

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			<p>are allocated their own toilets to use.</p> <p><u>Staff</u></p> <ul style="list-style-type: none"> <li>• Nursery staff use nursely toilet</li> <li>• Yr1 staff use annex toilets</li> <li>• Reception staff use reception toilet opposite staff room</li> <li>• Yr2/Office/SLT use disabled toilet</li> <li>• Yr3/4 staff use toilets in Yr3 block</li> <li>• Yr5/6 and SLTand Office staff use main toilets</li> </ul> <ul style="list-style-type: none"> <li>○ Large gatherings such as assemblies are avoided with class assemblies held instead of whole school assemblies.</li> <li>○ Staff meetings – held virtually but year groups sat in one room.</li> <li>○ PPA room – staff encouraged to work from home. Only 4 people in Junior PPA room, 3 in Infant PPA room.</li> <li>○ Infants PPA: use library (Tues/Thurs), Sarah’s room, learning hub</li> <li>○ Junior PPA: Yr3 – music room (Wk2), Yr4 – music room (Wk1), Yr5 – PPA room (Wk2), Yr6 – PPA room (Wk1).</li> <li>○ The timetable is revised to implement where possible: <ul style="list-style-type: none"> <li>○ Plan for lessons or activities which keep groups apart and movement around the school site to a minimum;</li> <li>○ Maximise the number of lessons or classroom activities which could take place outdoors;</li> <li>○ Break times (including lunch) are staggered so that all pupils are not moving around the school at the same time;</li> <li>○ Drop-off and collection times are staggered and communicated to parents;</li> <li>○ Parents’ drop-off and pick-up protocols are planned and communicated so that they minimise adult to adult contact;</li> </ul> </li> <li>○ Pupils use the same classroom or defined area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. And are seated at the same desk;</li> <li>○ <u>Mixing within education or childcare setting is minimised by:</u></li> </ul>

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			<ul style="list-style-type: none"> <li>○ accessing rooms directly from outside where possible;</li> <li>○ considering 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> <li>○ staggering lunch breaks and pupils clean their hands beforehand and enter in the groups they are already in or pupils are brought their lunch in their classrooms;</li> <li>○ The number of pupils using the toilet at any one time is limited;</li> <li>○ The use of shared space such as halls is limited and there is cleaning between use by different year groups;</li> <li>○ To minimise movement and exposure to children, Rebekah will stay in the hall and clean between groups. Any music should be in groups of 15. To limit his exposure to multiple pods, she will work with KS2 one week and EYFS/KS1 the other, the other site will have their music lesson with their class teacher or carry out other tasks. Control measures of physical distancing, playing and singing outside, positioning pupils back to back or side to side, avoiding sharing of instruments and ensuring good ventilation are put in place.</li> <li>○ Visitors to the site, such as contractors, local authority employees and health employees to be fully briefed on the school's arrangements and follow site guidance on physical distancing and hygiene on or before arrival. Where visits can happen outside of school hours, they should. A record will be kept of all visitors and their contact details.</li> <li>○ As normal, school should engage with their local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with our visitor control measures. These programmes are essential for children's health and wellbeing and can also provide benefits for staff.</li> <li>○ Where a child routinely attends more than one setting on a part time basis, for example, because they are dual registered at a mainstream school and an alternative provision setting or special school, school will work through the system of controls collaboratively, enabling us to</li> </ul>

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			<p>address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.</p> <ul style="list-style-type: none"> <li>○ Classroom based resources, such as books and games, are used and shared within the pod; these are cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes, such as sports, art and science equipment are cleaned frequently between year groups, 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 pods;</li> <li>○ Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing is avoided. Rules on hand cleaning, cleaning of the resources and rotation apply to these resources.</li> <li>○ Staff and pupils have their own individual, frequently used equipment, such as pencils and pens, in a bag which the school supplies. No personal pencil cases are permitted.</li> <li>○ Physical Education classes should be kept in consistent groups and sports equipment thoroughly cleaned between use by different groups. Contact sport to be avoided. Outdoor sports to be prioritised and large indoor spaces used where not to ensure maximising distance between pupils and high levels of cleaning and hygiene.</li> <li>○ First Aid – Children, young people or learners who require first aid should continue to receive care in the same way. No additional PPE is needed because of coronavirus (COVID-19) for anyone who does not have coronavirus (COVID-19) symptoms.</li> <li>○ Reminders regarding appropriate hygiene when food making / tasting.</li> <li>○ Climbing zone for reception/ Junior Trim Trail to be cleaned after use and before the next year group arrives. Cleaning products available for staff to clean if their class wants to visit the equipment.</li> <li>○ Lunchtime equipment to be sprayed daily – assigned to different year</li> </ul>

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			<p>groups</p> <ul style="list-style-type: none"> <li>○ Inform parents to ensure children have water bottles in school- sent home daily</li> </ul>
Transmission of Covid-19 through airborne particles due to face-face meetings	Staff, pupils, visitors, contractors, household members	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>● Meetings to be held via remote working tools wherever possible;</li> <li>● Only when absolutely necessary will a face to face meeting take place. This will be with the minimum number of participants, whilst observing social distancing rules either in an outdoor space or well ventilated area indoors;</li> <li>● Meetings to take place only in the TreeHouse or main office with all windows open;</li> <li>● Hand sanitiser is provided in designated meeting rooms where handwashing facilities are not immediately available;</li> <li>● Disinfectant wipes are available in designated meeting rooms to enable staff to wipe down shared equipment before and after use;</li> <li>● Meetings are held outdoors or in a well-ventilated designated rooms;</li> <li>● Floor markings are used in designated meetings rooms to help participants to maintain appropriate social distancing.</li> <li>● The Church Hall can be used for meetings where no other option is available.</li> </ul>
Confirmed Case of COVID-19	Staff, pupils, visitors, contractors, household members	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>● <a href="#">Flowchart school response to suspected or confirmed COVID-19 cases</a> to be followed for suspected or confirmed cases. This will be on the website for parents to follow.</li> <li>● If someone has attended the site tests positive for COVID-19, the local health protection team will be contacted by the school.</li> <li>● The health protection team will provide guidance to support a rapid risk assessment to confirm who has been in close contact with the person during the period they were infectious and ensure they are asked to self-</li> </ul>

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			<p>isolate.</p> <ul style="list-style-type: none"> <li>• Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:               <ul style="list-style-type: none"> <li>○ Direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>○ Proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>○ Travelling in a small vehicle, like a car, with an infected person</li> </ul> </li> <li>• Records of pupils and staff in each group and any close contact that takes place between pupils and staff in different groups to be kept. This does not need to include every interaction a member of staff or pupil has.</li> <li>• Remote education plan in place by the end of September 2020 for individual pupils or groups of pupils self-isolating.</li> </ul>
Contain any outbreaks	Staff, pupils, visitors, contractors, household members	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>• If two or more cases are confirmed within 14 days or an overall rise in sickness absence where COVID-19 is suspected, there may be an outbreak and the local health protection will advise on any additional action required.</li> <li>• Follow local health protection advice, this may include a larger number of other pupils self-isolate at home as a precaution.</li> <li>• In consultations with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who tested positive.</li> <li>• Remote education plan in place by the end of September 2020 for individual pupils or groups of pupils self-isolating.</li> <li>• The UK Chief Medical Officer, Chris Whitty, has <a href="#">announced that the self-</a></li> </ul>



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			<p><a href="#">isolation period for people that have symptoms of coronavirus</a> (COVID-19) or that have received a positive test result has now increased from 7 to 10 days.</p> <ul style="list-style-type: none"> <li>• Testing is available to anyone who has symptoms of coronavirus (COVID-19), whatever their age. Tests are free and can be requested through a <a href="#">single portal on GOV.UK</a>.</li> <li>• New ways to make accessing a test as quick and easy as possible are being added continually by NHS Test and Trace. New walk-in test centres open frequently to make it easier for people without cars to get a test.</li> <li>• If an adult does not have access to a computer or mobile phone/tablet, test kits can be ordered by calling 119. 119 can also be contacted for support at any point throughout the testing journey. 119 are able to provide support in up to 650 languages.</li> <li>• If an individual has symptoms or has tested positive for coronavirus, they will usually need to self-isolate for at least 10 days and the rest of the household will need to isolate for 14 days.</li> <li>• For guidance on responding to coronavirus in children, please follow the link at: <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/coronavirus-in-children/">https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/coronavirus-in-children/</a></li> <li>•</li> </ul>
Manual Handling	Staff	Musculoskeletal injuries	<ul style="list-style-type: none"> <li>• A dynamic risk assessment is carried out when moving furniture &amp; resources which takes into account; <ul style="list-style-type: none"> <li>— the task being undertaken;</li> <li>— the capabilities of individual carrying out the task;</li> <li>— the load being lifted or moved;</li> <li>— the surroundings (environment) and;</li> <li>— consideration of social distancing in 2 person manual handling activities/lifts.</li> </ul> </li> </ul>

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Staff Well-Being	Staff	Stress, anxiety.	<p>The Governing board and school leaders should have regard to staff (including the headteacher) 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.</p> <p>Rivington has a duty of care to its employees, and this extends to their mental health. School already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about attending school. DfE is providing additional support for both pupil and staff wellbeing in the current situation. Information about the <a href="#">extra mental health support for pupils and teachers</a> and <a href="#">Wellbeing for Education return programme</a> is available.</p> <p>The <a href="#">Education Support Partnership</a> provides a free helpline for school staff and targeted support for mental health and wellbeing.</p> <p>Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly. Managers should discuss and agree any changes to staff roles with individuals.</p> <p>It is important that 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.</p> <p>If, having pursued all the immediate options available, schools still have concerns about staffing capacity, representatives should talk to their local</p>

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			authority or trust.
Staff deployment	Staff, pupils.	Stress, anxiety, poverty, poor academic achievement	<p>Schools should ensure that 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.</p> <p>Where support staff capacity is available, school may consider using this to support catch-up provision or targeted interventions.</p> <p>Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under the Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools and in accordance with the freedoms provided under the funding agreement for academies).</p> <p>Any redeployments should not be at the expense of supporting pupils with SEND. Headteachers should be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that safe ratios are met and specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required.</p> <p>The Education Endowment Foundation (EEF) has published guidance on <a href="#">making the best use of teaching assistants</a> to help primary and secondary schools.</p> <p>When deploying support staff flexibly it is important that headteachers</p>

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			consider regulated activity and ensure only those who have the appropriate checks are allowed to engage in regulated activity. Full guidance is provided in part 3 of <a href="#">keeping children safe in education</a> .
Need for Personal Protective Equipment (PPE)	Staff, pupils, visitors, contractors, household members	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>• Staff are aware of the need to use the appropriate PPE when completing specific tasks e.g. cleaning or supporting an individual with coronavirus symptoms;</li> <li>• PPE is sourced through normal school procurement routes;</li> <li>• Disposable gloves are worn during normal cleaning regimes. Disposable gloves and impermeable aprons must be worn when cleaning areas that have been occupied by someone displaying symptoms of COVID-19;</li> <li>• When caring for someone with symptoms of COVID-19 a face mask should be worn if a distance of 2 metres cannot be maintained and if contact is necessary, gloves, an apron and a face mask should be worn.</li> <li>• If a risk assessment determines that there is a risk of splashing to the eyes, e.g. from coughing, spitting, or vomiting, eye protection will also be worn by the supervising adult.</li> <li>• Staff and pupils are instructed on the need to wear a face covering by law on public transport and have been given guidance on wearing and making face coverings;</li> <li>• Staff are provided with information and instruction on the use and disposal of PPE including face masks;</li> <li>• Further guidance is available on <a href="#">safe working in education, childcare and children's social care</a> .</li> </ul>
Dealing with emergency situations including accidents, security and evacuation during the	All building occupants	Untreated injuries, potential spread of infectious disease	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

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COVID-19 pandemic			<ul style="list-style-type: none"> <li>• First Aiders are aware of and follow the <a href="#">Government guidance for first responders</a>;</li> <li>• A record of pupils and staff in each bubble should be kept regarding any close contact, time spent and if PPE was used– this may largely be due to first aid.</li> <li>• ‘Bubble’ first-aiders indicated on staff notice board in HT office/Bursar office and treehouse each day.</li> <li>• Where a first-aider is not available in a ‘Bubble’ the ‘Bubble’ must be risk assessed to see if there is an alternative option or if that ‘Bubble’ is viable for the day.</li> <li>• All staff trained in how to put on and remove PPE including good hand-washing prior to opening.</li> <li>• First aiders have access to local handwashing facilities including soap and paper towels/hand sanitiser.</li> <li>• Disposable gloves are provided for first aiders (preferably non-latex for allergy reasons).</li> <li>• First aiders should wear a fluid-resistant (Type IIR) surgical mask when carrying out direct patient care, particularly for those suspected or confirmed as COVID-19 cases.</li> <li>• A disposable plastic apron is recommended.</li> <li>• Risk assess whether there is a need to use disposable eye protection (such as face visor or goggles) when there is an anticipated risk of contamination with splashes, droplets of blood or body fluids.</li> <li>• Where possible a window is kept open in the first aid room to help ensure good ventilation.</li> <li>• Clean hands thoroughly with soap and water or alcohol sanitiser</li> </ul>

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			<p>before putting on and after taking off PPE.</p> <ul style="list-style-type: none"> <li>Where possible a window is kept open in the first aid room to help ensure good ventilation.</li> <li>See also the section on ‘Someone develops COVID-19 symptoms whilst at school’</li> </ul> <p>Please see the following link for PPE guidance for first responders:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/877602/T3_Recommended_PPE_for_ambulance_staff_paramedics_first_responders_and_pharmacists_poster.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/877602/T3_Recommended_PPE_for_ambulance_staff_paramedics_first_responders_and_pharmacists_poster.pdf</a></p> <p>The following link provides information on donning masks:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/878677/PHE_11606_Putting_on_PPE_062_revised_8_April.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/878677/PHE_11606_Putting_on_PPE_062_revised_8_April.pdf</a></p> <p>The following link provides information on how to safely remove the masks and other PPE:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/878678/PHE_11606_Taking_off_PPE_064_revised_8_April.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/878678/PHE_11606_Taking_off_PPE_064_revised_8_April.pdf</a></p> <p>Government Advice for First Aid including Resuscitation advice:</p> <p><a href="https://www.gov.uk/government/publications/novel-coronavirus-2019-ncov-interim-guidance-for-first-responders/interim-guidance-for-first-responders-and-others-in-close-contact-with-symptomatic-people-with-potential-2019-ncov">https://www.gov.uk/government/publications/novel-coronavirus-2019-ncov-interim-guidance-for-first-responders/interim-guidance-for-first-responders-and-others-in-close-contact-with-symptomatic-people-with-potential-2019-ncov</a></p> <ul style="list-style-type: none"> <li><b>The First Aid Needs Assessment</b> has been reviewed and amended to take account of current occupancy, numbers of first aiders required and additional PPE needed during the COVID-19 pandemic <b>including provision of disposal gloves, disposal plastic aprons and fluid</b></li> </ul>

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List of significant hazards (something with the potential to cause harm)	Who might be harmed	Type of harm	Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified)
			<p><b><u>repellent surgical face masks for all first-aid administration;</u></b></p> <ul style="list-style-type: none"> <li>• First aiders will pay particular attention to sanitation measures immediately before and following the administration of first aid; washing their hands with warm running water and soap for a minimum of 20 seconds.</li> </ul> <p>Medication:</p> <ul style="list-style-type: none"> <li>• Staff dispensing medication to students should minimise contact.</li> <li>• Wash hands before and after dispensing the medication</li> <li>• Where appropriate, students should take the medication out of the blister packs/bottles then place the unused ones back in the cupboard, etc.</li> <li>• Gloves will be worn by staff when giving medication.</li> <li>• Parents will be informed that they should not administer paracetamol or ibuprofen or similar medicines to children to mask any symptoms of a high temperature.</li> <li>• Children whose parents are requiring paracetamol or ibuprofen will be informed that the children are not to attend school. Symptoms of</li> <li>• COVID-19 will follow the advice for self-isolation and testing as described above.</li> </ul> <p><a href="https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june#what-happens-if-there-is-a-confirmed-case-of-coronavirus-in-my-childs-school-college-or-childcare-setting">https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june#what-happens-if-there-is-a-confirmed-case-of-coronavirus-in-my-childs-school-college-or-childcare-setting</a></p>
Reduced premises inspections, tests,	All building occupants	Accidents or incidents resulting	<ul style="list-style-type: none"> <li>• Premises management inspections, testing and servicing of plant, equipment, etc. have been brought up to date for all parts of the building</li> </ul>

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List of significant hazards (something with the potential to cause harm)	Who might be harmed	Type of harm	Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified)
servicing and maintenance		from poorly maintained premises & plant	from September 2020 onwards; <ul style="list-style-type: none"> <li>Records of all testing and checks are stored and available to all interested parties.</li> </ul>
Transmission of Covid-19 through airborne particles from customers, visitors and contractors accessing the building	Staff, pupils, visitors, contractors, household members	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>Visitors to site including contractors, parents and visitors are limited to essential persons only and wherever possible by appointment only;</li> <li>Supply teachers, peripatetic teachers and/or other temporary staff are permitted and can move between schools;</li> <li>Supporting risk-assessments to be supplied by CSSP and Lancashire Music Service;</li> <li>They will be instructed to ensure they minimise contact and maintain as much distance as possible from other staff.</li> <li>Specialists, therapists, clinicians and other support staff for pupils with SEND will provide interventions as usual;</li> <li>All visitors will follow the Government's guidance and the school's strict hygiene and social distancing rules e.g. hand washing/sanitisation upon entry;</li> <li>Visitor/Contractor site rules &amp; procedures have been revised to include additional controls to mitigate the risk of transmission of COVID-19;</li> <li>School Business Manager responsibilities have been established in relation to COVID-19 and the communication of procedures required by contractors and visitors to site;</li> <li>School Business Manager is aware of and can explain additional hygiene and social distancing rules required by contractors and visitors on arrival;</li> <li>Signing in/out arrangements for visitors have been modified to prevent the handling of pens and paper by multiple people. A record of all visitors is kept in the event this may be required for track and trace purposes;</li> </ul>



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			<ul style="list-style-type: none"> <li>• A procedure is in place to sanitise touchscreen sign-in systems each time they are used;</li> <li>• Contractors must obtain permission before attending site;</li> <li>• Signage will support contractors obtaining permission before they enter the site;</li> <li>• When necessary, contractors to familiarise themselves with the asbestos survey for the building prior to works commencing – this can be downloaded from the PAM system. Alternatively, the executive summary to be provided as a laminate which must be wiped clean with disinfectant wipes after use;</li> <li>• Contractors will wear appropriate PPE as determined by their employer, however they may be asked to wear additional PPE (provided by the school) upon arrival e.g. gloves, mask, coveralls, shoe covers, etc. where this is considered necessary. Contractors will comply with any additional PPE or hygiene requirements made by the school prior to entry;</li> <li>• Contractors will be asked to keep the time spent on site to a minimum and will make all efforts to only attend site to carry out work during periods of reduced occupation;</li> <li>• Alternative routes around or through the premises will be used as instructed by the school e.g. the school may usher the contractor through a fire escape door to access an adjacent room, rather than walking them through the school to reach their destination;</li> <li>• The number of site deliveries has been reduced where possible;</li> <li>• A procedure is in place to wipe down deliveries with sanitiser on entering the school premises where possible;</li> <li>• Staff handling deliveries will observe good hand hygiene, washing hands using warm, running water and soap for a minimum of 20 seconds or</li> </ul>

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			<p>using hand sanitiser after handling new deliveries that have not been sanitised.</p> <ul style="list-style-type: none"> <li>• Premises management inspections, testing and servicing of plant, equipment, etc. are kept up-to-date for all parts of the building that remain in use e.g.: <ul style="list-style-type: none"> <li>• <b>Fire Checks: weekly</b> (AT) fire alarm checks continue to be made and recorded for occupied parts of the building. The same principle applies to emergency lighting, fire extinguishers etc.</li> <li>• <u>Asbestos inspections</u>: undertaken on any areas of the building containing asbestos which remain open. If there is no prospect of areas containing asbestos being disturbed they will be safely left until the school fully reopens, at which point checks will be made as part of the reopening process.</li> <li>• <u>Legionella/Water hygiene (CH/CV)</u>: weekly flushing regimes will continue; prior to undertaking the flushing regime, the domestic hot water plant will be switched on and fully operational to ensure water is stored above 60 °C for at least 1 hour prior to commencing the weekly flushing regime to sterilize the hot water system and reduce the proliferation of legionella bacteria.</li> <li>• <u>Contractor servicing and maintenance</u>: servicing, etc., will continue wherever possible (see section on Contractors and visitors to the premises). The schools property consultant will be contacted for advice prior to reopening areas of the school where it has not been possible to keep these up-to-date. This will be done outside of teaching hours wherever possible.</li> <li>• <u>Testing of electrical items (PAT)</u>: PAT testing will continue where possible. If not possible, the school will put local controls in place e.g. by undertaking pre-use visual checks for signs or damage or scorching, removing any damaged or faulty equipment from use,</li> </ul> </li> </ul>

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List of significant hazards (something with the potential to cause harm)	Who might be harmed	Type of harm	Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified)
			<p>switching off and unplugging all equipment after use etc.</p> <ul style="list-style-type: none"> <li>• Records of all testing and checks will be kept;</li> <li>• Records will also be kept of those areas that have <b>not</b> been checked and why e.g. due to building closure, reduced resource, etc. These areas will be fully checked before reopening.</li> <li>• Alternative routes around or through the premises will be used as instructed by the school e.g. the school may usher the contractor through a fire escape door to access an adjacent room, rather than walking them through the school to reach their destination – Y1/2 fire escape/EYFS playground – as long as staff are informed.</li> <li>• All contractor appointments to be shared with staff verbally in morning meeting and notice boards including location of work and access required – breaks etc. moved according to need.</li> <li>• The number of site deliveries has been reduced where possible;</li> <li>• A procedure is in place to wipe down deliveries with sanitizer entering the school premises where possible. These are stored in the bursars office and HT office;</li> </ul>
Homeworking with DSE	Staff and members of their household	Development or worsening of existing musculoskeletal injuries or health conditions	<ul style="list-style-type: none"> <li>• Homeworking will usually involve the use of Display Screen Equipment (DSE) in the form of mobile laptops, Yogas, tablets, phones, etc.;</li> <li>• Staff working from home have undertaken DSE e-learning and are aware of how to set-up their workstation and equipment at home so as not to cause additional health risks;</li> <li>• Staff have access to H&amp;S information and support to assist homeworking arrangements such as:</li> <li>• <a href="#">H&amp;S COVID-19 web page</a> (section on 'How to support employees working</li> </ul>

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			<p>from home');  <ul style="list-style-type: none"> <li>Remote H&amp;S support is available via the Duty Officer by Tel: 01772 538877 or email HS&amp;Q Team at: <a href="mailto:health.safety@lancashire.gov.uk">health.safety@lancashire.gov.uk</a> ;</li> <li>In circumstances where staff are homeworking for more than one month at a time, a Homeworker Checklist &amp; Risk Assessment (see link to above web page) will be completed to identify any issues or concerns. The finding will be discussed with the line manager at school and further action taken where necessary.</li> </ul> </p>
Reduced fire and lock-down arrangements	All building occupants	Burns, smoke inhalation, fire related injuries, death, injuries relating to violence/aggression	<ul style="list-style-type: none"> <li>Staff are made aware of the current fire and lock-down procedures, including amendments to normal working practices due to the current limited resources and building use, etc. – different routes/designated persons and all information is available to the ‘Bubbles’ and on their HT office/Bursar office and Treehouse notice board;</li> <li>Staff shown fire routes and share fire risk assessment on 01.09.2020;</li> <li>Staff to practise emergency exit procedures on first day of increased numbers;</li> <li>Fire practise to be carried out on first week and again to ensure all children in different groups are aware of what to do. This will be repeated when there is a significant rise in numbers.</li> <li>Fire and lockdown arrangements to be a point on the agenda for every morning WhatsApp meeting;</li> <li>Daily checks are made to ensure all required fire doors are not blocked and kept unlocked and are available in the event of an emergency;</li> <li>Surplus furniture and resources have been stored away safely so as not to cause a fire hazard, block fire exits or obscure fire extinguishers or fire signage;</li> </ul>

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			<ul style="list-style-type: none"> <li>• H+S daily check to look for any potential fire hazards or trip risks for exits.</li> <li>• Nominated persons are identified each day/shift: In the event of a fire alarm -               <ul style="list-style-type: none"> <li>• to liaise with the fire officer and report any concerns e.g. areas of a building that may not have been checked;</li> <li>• to act as Fire Wardens, take out the register and emergency grab bag.</li> </ul> </li> <li>In the event of a lock-down -               <ul style="list-style-type: none"> <li>• to call/liaise with the Police.</li> <li>• to lead pupils to a 'safe area' depending upon the type of security threat/lock-down.</li> </ul> </li> </ul> <p>In an emergency there is no requirement to adhere to the 2 metre social distancing rule if it would be unsafe to do so i.e. it would hinder evacuation;</p>
Stress and Anxiety	Staff	Increased levels of stress/anxiety and lower than normal levels of wellbeing	<ul style="list-style-type: none"> <li>○ The Headteacher/Chair of Governors, or other senior personnel, will keep in regular contact with staff to monitor their working arrangements and offer support and advice where necessary SA (HT) 07794743232 Andrea Glynn (CofG) 07414231600 RS (DHT) <a href="mailto:deputyhead@rivington.lancs.sch.uk">deputyhead@rivington.lancs.sch.uk</a> AD (SLT) <a href="mailto:adavies@rivington.lancs.sch.uk">adavies@rivington.lancs.sch.uk</a> AT (business manager – resources) 01204696951/ <a href="mailto:bursar@rivington.lancs.sch.uk">bursar@rivington.lancs.sch.uk</a> and JG (Senior TA) <a href="mailto:jgell@rivington.lancs.sch.uk">jgell@rivington.lancs.sch.uk</a> .</li> <li>○ Designated 'Bubble' leader to gather any concerns around working arrangements to share through the morning meeting, walkie-talkies or channels listed above.</li> <li>• Staff are able to make contact with a colleague or manager for advice and support, or just for reassurance, during the normal working day;</li> <li>• A process is available for individuals to report concerns over breaches of</li> </ul>

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			<p>school safe working policy/guidelines so that intervention can occur</p> <ol style="list-style-type: none"> <li>1. 'Bubble' Lead</li> <li>2. SA (HT) 07794743232/ RS (DHT) <a href="mailto:deputyhead@rivington.lancs.sch.uk">deputyhead@rivington.lancs.sch.uk</a>;</li> <li>3. Andrea Glynn (CofG) 07414231600</li> <li>4. LCC Health and Safety</li> <li>5. DfE/Ofsted</li> </ol> <ul style="list-style-type: none"> <li>• Where a member of staff returning to the workplace has raised concerns about their safety or wellbeing due to the risk of COVID-19, where necessary their line manager can complete a <a href="#">risk assessment addressing COVID-19 concerns for an employee</a> to help identify key concerns and any further adjustments required to support them at work;</li> <li>• Return to work based upon necessity, how many staff are needed and whether appropriate for individuals in line with our detailed advice in the row above this one, and in line with Public Health guidance. Link: NHS list of high risk and moderate risk conditions</li> <li>• Plans are discussed with staff including on a one-to-one basis to enable people to speak about their own situation.</li> <li>• SLT discuss with staff individually - to include consideration as to how working will affect them and what, if any, additional measures are needed.</li> <li>• School regularly receives updates from Council affiliated teams such as the H&amp;S Team, Education Teams.</li> <li>• Staff and school have access to official guidance from DfE and Public Health England.</li> <li>• No staff meetings in the staff room – they will be held if required in the hall or a classroom where staff can spread out.</li> <li>• Teaching staff can do PPA from home to reduce the number of staff on site if pupils are not in for one day</li> <li>• Rotate the staff who are working with key worker children on a day when</li> </ul>

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			<p>other children are not in school?</p> <ul style="list-style-type: none"> <li>• Pregnant staff are not expected to come into work and we develop a cover plan for their roles.</li> <li>• Staff are made aware of sources of information that will assist staff wellbeing such as: <ul style="list-style-type: none"> <li>○ <a href="#">Employee Wellbeing</a></li> <li>○ <a href="#">MIND web site</a></li> <li>○ <a href="#">H&amp;S COVID-19 web page</a></li> </ul> </li> </ul>
School Building – Classrooms and ‘Bubbles’.	Staff, pupils, visitors, contractors, parents, members of the public	Potential spread of infectious disease. Increased levels of stress/anxiety and lower than normal levels of wellbeing	<ul style="list-style-type: none"> <li>○ Where possible and appropriate, outside space is utilised for lessons or activities.</li> <li>○ Seating is organised in classrooms so there are gaps of at least 2 metres between pupils and staff. (maximum 8 children in each zone)</li> <li>○ Named places or seats in classrooms.</li> <li>○ Class sizes are adjusted (reduced) so that social distancing can be maintained</li> <li>○ Quote from Government Guidance: ): “It is still important to reduce contact between people as much as possible, so children, young people and staff where possible, should only mix in a small, consistent group and that small group should stay away from other people and groups. If you can keep older children within those small groups 2 metres away from each other, you should do so. While in general groups should be kept apart, brief, transitory contact, such as passing in a corridor, is low risk.”</li> <li>○ Cohorts are kept together where possible and: <ul style="list-style-type: none"> <li>➤ Pupils are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days</li> </ul> </li> </ul>

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			<ul style="list-style-type: none"> <li>➤ The same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days.</li> <li>➤ Pupils use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day.</li> <li>➤ Desks arranged so pupils sit looking in the same direction (i.e. not facing each other).</li> </ul> <p>Classroom and office window(s) are kept open enough to maintain good general ventilation where possible.</p> <p>Staff and pupils will be informed so they can dress appropriately.</p> <p>Pupils have been asked to come to school in school uniform but to wear trainers not school shoes so that they will not need to change for PE.</p> <p>Pupils and staff are encouraged not to share pens or other stationery items. A pack of stationery will be given to children.</p> <p>No hot desking for staff takes place without additional controls in place, such as staff having their own keyboard, mouse and phone if possible but if not ensuring all equipment is cleaned with antibacterial spray before use.</p> <p>Sanitising wipes are provided for areas where pupils or staff are using keyboards and mouse – high touch areas.</p> <p>Where possible, those staff not supervising or teaching pupils work alone in each office/room. Where this is not possible, staff maintain the 2 metre distancing rule.</p> <p>Library to be placed in own bubbles.</p>
Social distancing - staff room and staff toilet	Staff	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>○ Protocol set for the use of kitchen and toilet areas - signage for one person at a time with distancing indicators on the floor.</li> </ul>



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facilities meetings			<ul style="list-style-type: none"> <li>○ Staff are encouraged to close toilet lids before flushing.</li> <li>○ Staff make their own drinks and handle their own food.</li> <li>○ Meeting rooms have chairs removed to ensure only a minimal number permitted to ensure social distance can be enabled.</li> <li>○ Window(s) opened where possible.</li> </ul>
Social distancing - movement around school buildings and playtimes	Staff, pupils, visitors, contractors, parents, members of the public	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>○ Break times and the movement of pupils around the school are staggered to reduce large groups of children gathering.</li> <li>○ Zoned 'Bubble' areas to stop contact in different 'Bubbles' including allocation of toilets and corridors.</li> <li>○ We will use different outside areas for different year groups: <ul style="list-style-type: none"> <li>➤ Y1/2–main playground tarmac area in front of classroom window and outdoor reception area until numbers increase.</li> <li>➤ R – outdoor reception area/nursery playground.</li> <li>➤ Y5/6 – out of main door and up to the TreeHouse.</li> <li>➤ Y3/4 – Drive and grassed area.</li> </ul> </li> <li>○ Mounting block and benches will be cordoned off.</li> <li>○ All other outside equipment will be cleaned regularly – only plastic or metal.</li> <li>○ Some windows along corridors are opened to help with general ventilation where possible.</li> <li>○ Keep windows open in offices, classrooms and toilets to ensure ventilation is sufficient around school</li> <li>○ Caretaker to ensure toilets have windows opened and closed each day</li> <li>○ Teaching staff to open windows when they arrive in school.</li> </ul>

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			<ul style="list-style-type: none"> <li>○ Where physically possible, movement around the building is via a one-way system</li> <li>○ We will put arrows on the walls to show the route around the school to be taken?</li> <li>○ Link to Government Advice on Social Distancing in schools: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#class-or-group-sizes">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#class-or-group-sizes</a></li> </ul>
Staff changing nappies	Staff, pupils.	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>● Staff wear disposable gloves, mask and disposable aprons to change nappies.</li> <li>● If there are behaviour issues associated with a child whereby splashing of body fluids is likely, this would need to be reviewed.</li> <li>● Following the task, staff wash their hands using soap and warm water for 20 seconds and dispose of used equipment gloves, nappies and paper towels appropriately.</li> <li>● Areas / changing mats / beds in use are cleaned before and after use and hands washed again using procedure described above.</li> </ul>
Storage and issuing of masks Putting on the masks	Staff, pupils, visitors, contractors, parents, members of the public	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>● Where masks have been supplied for staff (e.g. first aiders) they need to be decanted into clean, sealable bags or plastic lidded boxes so that staff each have their own supply for social distancing purposes and keeping the unused masks clean.</li> </ul>

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			<ul style="list-style-type: none"> <li>The following link provides information on donning masks: Link: Advice on Donning masks: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/878677/PHE_11606_Putting_on_PPE_062_revised_8_April.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/878677/PHE_11606_Putting_on_PPE_062_revised_8_April.pdf</a></li> <li>The following link provides information on how to safely remove the masks and other PPE: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/878678/PHE_11606_Taking_off_PPE_064_revised_8_April.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/878678/PHE_11606_Taking_off_PPE_064_revised_8_April.pdf</a></li> <li>Video: <a href="https://www.youtube.com/watch?v=ozY50PPmsvE">https://www.youtube.com/watch?v=ozY50PPmsvE</a></li> </ul>
Ventilation	Staff, pupils, visitors, contractors, parents, members of the public	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>Reference has been made in this risk assessment to having some windows open in various areas, including classrooms, offices, corridors and kitchens to help create general natural ventilation.</li> </ul>
Food and drink	Staff, pupils, visitors, contractors, parents, members of the public	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>Staff to make own drinks and not to share, foodstuffs, cutlery and cups etc</li> <li>Catering Services LCC to be asked to prepare their own risk assessment that includes social distancing, cross contamination, hygiene, etc.</li> <li>Pupils are not allowed to swap food from their lunch boxes/plates.</li> </ul>
Communicating with staff and parents	Staff, pupils parents.	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>Arrangements for discussing in detail plans with all staff including individually have been discussed elsewhere in this risk assessment.</li> <li>Parents will be informed of the general arrangements being made and an explanation of what is expected of them in terms of dropping off and</li> </ul>

**PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:**

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			<p>collecting children and any other local procedures will be given. We will emphasise their role in terms of the national approach</p> <ul style="list-style-type: none"> <li>• Include reminders of parents' roles in social distancing in the school's weekly newsletter, for example in terms of the weekends if the newsletter goes out towards the end of the week.</li> <li>• Emphasise to parents and carers that if a child feels in any way unwell or under the weather, they need to stay at home and not come into school.</li> </ul>
COVID controls declaration	Staff, pupils, visitors, contractors, parents, members of the public	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>• The Government has produced a declaration poster for employers to display which schools may like to display:</li> <li>• Link: Covid Secure Poster: <a href="https://assets.publishing.service.gov.uk/media/5eb97d30d3bf7f5d364bfbb6/staying-covid-19-secure.pdf">https://assets.publishing.service.gov.uk/media/5eb97d30d3bf7f5d364bfbb6/staying-covid-19-secure.pdf</a></li> </ul>
Contact arrangements for children and young people with an EHCP or classed as vulnerable in light of the Coronavirus	Pupils	Physical, emotional, mental un-wellness of vulnerable pupils	<ul style="list-style-type: none"> <li>• Schools are to continue to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the Covid-19 response and cannot be safely cared for at home.</li> <li>• Vulnerable children are eligible for a school place.</li> <li>• Vulnerable children include children who are supported by Social Care, those with safeguarding and welfare needs, including child in need plans, on child protection plans, 'young carers, care leavers remaining in education/training, 'looked after' children, disabled children and those with education, health and care (EHC) plans.</li> <li>• School to follow DfE's clear message IF A CHILD IS SAFE AT HOME STAY AT HOME and for vulnerable children and young people the risk assessment will allow us to make this decision with families until the wider opening of year groups is available.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Risk assessments should identify where it is not safe for a child’s needs to be met at home including children and young people with an EHCP.</li> <li>• Following DfE advise that Schools and where applicable Social Care will be required to deal with this on a case by case situation and that schools must contact all children not attending school, to check on their welfare. This will help ensure that where new risks emerge in relation to placement breakdown they can be identified and a place at school provided. Weekly contact made with identified families.</li> <li>• Judgements to be made according to category of risk: <ul style="list-style-type: none"> <li>➤ If no risks categorise as green.</li> <li>➤ If there are some risks in line with the early help threshold indicate using amber and if there is an Early Help professional involved ie the Children’s Family and Well-being or the Key there should be a discussion about level of contact and follow up with the family.</li> <li>➤ If risks are in line with Statutory thresholds - indicate further action is required and state what this is e.g. contacting CSS, regularity of safeguarding checks or child needs to attend school.</li> <li>➤ Red – further actions/discussion necessary. Contact to be made with relevant authorities including CSS and the family to be contacted every 2 working days.</li> <li>➤ Amber – reassess Early Help provision – hold TAF using relevant distanced supporting technology. Ensure continued monitoring via contact with the family every 5 working days to ensure that the risk assessment remains appropriate. If there is an early help professional involved with the family then there needs to consultation with them to agree a joint approach to the family.</li> <li>➤ Green – no further action required other than contact every 10 working days with the family to ensure that the risk assessment</li> </ul> </li> </ul>

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			<p>remains appropriate.</p> <ul style="list-style-type: none"> <li>➤ If a child or young person is rated as red any actions agreed should be agreed with the child's social worker so that a joint decision is being made with respect of whether they are safe at home or should be attending school.</li> <li>➤ The setting will also be involved with the holistic planning for the child's needs via the Child In Need review meetings or the Core groups and Child Protection Conferences.</li> <li>➤ The school Pastoral (JG/BC) and SEN Support (HW/SA) will maintain records of all children rated as red and provide weekly reports to the local authority.</li> </ul> <p>EHCP children:</p> <ul style="list-style-type: none"> <li>➤ Children with EHCP to attend school unless unable to do so due to medical issues.</li> <li>➤ Provide a weekly point of contact in school for children with EHCPs</li> <li>➤ Risk assessment completed for children with EHCPs.</li> <li>➤ Provide challenge and support where Parents are reluctant to allow children to attend where there is no viable reason.</li> <li>➤ SENCO to follow up on and complete generic communications sent by the local authority to ensure clarity</li> </ul>
Emotional Damage (Children have been off 11 weeks and may be very distressed about returning to school)	Pupils	Increased levels of stress/anxiety and lower than normal levels of wellbeing	<ul style="list-style-type: none"> <li>• Stagger the timings for children coming into Reception so that staff are available to help with the transition of coming into school so that we have more time to be individually with the children</li> <li>• First day back in school children offered an opportunity to talk about experiences at home and staff will identify if further work needs to be done.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Whilst we cannot offer physical comfort staff we endeavour to offer reassurance and in the event the children is too distressed we will call the parents to pick them up.</li> <li>• Recovery Curriculum to be in place to cover all aspects of need – see Action Plan for Recovery Curriculum.</li> </ul>
Curriculum – in School/Home Schooling	Staff	Increased levels of stress/anxiety and lower than normal levels of wellbeing	<ul style="list-style-type: none"> <li>• We will open for children for 5 days per week.</li> <li>• Staff will use PPA provision to respond to Home Learning if required.</li> </ul>
Social distancing Breakfast Club	Staff, pupils and parents	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>• Breakfast Club will take place in the Church Hall at the top of the main drive.</li> <li>• Breakfast Club is managed by Miss. Stephanie Shore and assisted by Mrs. Claire Hitchen.</li> <li>• Parents must enter and leave the site via the drive gate only – all other gates will be locked.</li> <li>• Children MUST be escorted to the Church Hall by a Parent/Carer.</li> <li>• Only one Parent/Carer can drop-off at the Hall</li> <li>• The Hall will be segregated into class ‘bubbles’ and the children will remain with these groups whilst in the Hall.</li> <li>• When arriving at the Church Hall, please ring the external bell for attention.</li> <li>• In line with Government Guidelines and our School Safeguarding Policy, Parents will not be allowed to enter the Church Hall – staff will be present to take children into the building.</li> <li>• All children will be escorted to their class ‘bubble’ by a member of Breakfast Club staff.</li> <li>• Each class ‘bubble’ will be allocated a section of the hall for Breakfast Club:</li> </ul>

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			<ul style="list-style-type: none"> <li>• Reception next to School Kitchen hatch.</li> <li>• Year 1 and 2 in section near to entrance doors.</li> <li>• Year 3 and 4 in section in front of stage and near to the piano.</li> <li>• Year 5 and 6 in section in front of stage and near to school's side of the stage.</li> <li>• Each year group will have use of one set of toilets.</li> <li>• Maximum of 7 children in each class 'bubble' group.</li> <li>• After eating, and weather permitting, the outside space will be utilised as much as possible.</li> <li>• All bookings must be made two weeks in advance through the office or on the form below.</li> <li>• The Church Hall and Toilets will be cleaned before and after Breakfast Club use.</li> <li>• Parents will not sign in or out – records will be kept by BC staff.</li> <li>• Any equipment used will be cleaned at end of each session.</li> <li>• If you have already filled in the previous form could you also fill in the additional form so we can plan for the first-half of the autumn term – this is crucial to help safeguard around COVID-19.</li> <li>• There will continue to be a choice of different cereals, toast, crumpets etc. plus beverages.</li> <li>• Disposable cutlery and plates will be used.</li> <li>• School will not be able to support the brushing of teeth in school due to Covid-19 guidance.</li> <li>• There is a cost of £5.00 per child and this must be paid in advance on ParentPay. If this is not paid, your child/children will not be able to enter the Breakfast Club.</li> <li>• Any messages for School staff must be sent via the office</li> </ul>



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			telephone or e-mail.
Social distancing After School Club	Staff, pupils and parents	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>• Cancellations must be made through the school office two weeks in advance. If a place is not cancelled it will be charged.</li> <li>• In emergencies places may be booked. <b>The school</b> understands that sometimes unforeseen circumstances can occur.</li> <li>• After School Club will take place in the Church Hall at the top of the main drive.</li> <li>• Parents must enter and leave the site via the main drive gate only – all other gates will be locked.</li> <li>• Only one Parent/Carer can collect at the Church Hall</li> <li>• The Church Hall will be segregated into class ‘bubbles’ and the children will remain with these groups whilst in the Hall.</li> <li>• Children must be picked-up at the Church Hall entrance, please ring the external bell for attention.</li> <li>• In line with Government Guidelines and our School Safeguarding Policy, Parents will not be allowed to enter the Church Hall – staff will be present to release children from the club.</li> <li>• Each class ‘bubble’ will be allocated a section of the hall for After-School Club: <ul style="list-style-type: none"> <li>○ Reception next to School Kitchen hatch.</li> <li>○ Year 1 and 2 in section near to entrance doors.</li> <li>○ Year 3 and 4 in section in front of stage and near to the piano.</li> <li>○ Year 5 and 6 in section in front of stage and near to school’s side of the stage.</li> <li>○ Each year group will have use of one set of toilets.</li> </ul> </li> <li>• Maximum of 7 children in each ‘bubble’ group.</li> <li>• After eating, and weather permitting, the outside space will be utilised as much as possible.</li> </ul>

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			<ul style="list-style-type: none"> <li>• All bookings must be made two weeks in advance through the office or on the form attached.</li> <li>• The Church Hall and Toilets will be cleaned before and after After-School Club use.</li> <li>• Parents will not sign in or out – records will be kept by ASC staff.</li> <li>• Any equipment used will be cleaned at end of each session.</li> <li>• If you have already filled in the previous form could you also fill in the additional form so we can plan for the first-half of the autumn term – this is crucial to help safeguard around COVID-19.</li> <li>• There will continue to be a choice of hot and cold food available.</li> <li>• All cutlery and plates will be disposable.</li> <li>• There is a cost of £8.50 per child and this must be paid in advance on ParentPay. If this is not paid, your child/children will not be able to enter the After School Club.</li> <li>•</li> </ul> <p><b>Collection at Start/End of After School Care (ASC)</b></p> <ul style="list-style-type: none"> <li>• A daily list of children attending ASC will be sent to class teachers. This will ensure that teachers know who is going to ASC.</li> <li>• Any child who is in an after school curriculum club until 4:15 p.m. and is booked in will be taken to ASC by the member of staff leading the session.</li> <li>• Extra-curricular staff will be given a list by the office which indicates who is going to ASC.</li> <li>• Collection from ASC will only be allowed by those named on the contract attached If there is a last minute change you must inform the school office.</li> <li>• All Parents/Carers collecting from ASC must collect via the Church Hall entrance, please use the bell provided for attention.</li> </ul>

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			<ul style="list-style-type: none"> <li>• No Parents/Carers will be allowed to enter the Church Hall – they must collect children from the door and then exit the School grounds via the Main Drive gate.</li> <li>• Children <b>MUST NOT</b> play in the School grounds after leaving Late Stay Club.</li> <li>• In line with our Safeguarding Policy, no parent/carer may enter the main school building.</li> <li>• Any messages for School staff must be sent via the office telephone or e-mail.</li> </ul> <p><b>Late Collection from After School Care (ASC)</b> ASC finishes at 6:00p.m. The staff are not contracted to work after this time.</p> <ul style="list-style-type: none"> <li>• First late collection – a written reminder will be given that must be signed.</li> <li>• Following this any further late collection will result in a £15 fine per child. (6pm.– 6.30pm)</li> <li>• A member of the SLT will be notified of any child who has not been collected by 6p.m.</li> <li>• If no contact has been made by 6:20 pm Social Services will be contacted in line with the Safeguarding Policy.</li> <li>• If there are subsequent late collections alternative pickup or care arrangements must be made.</li> <li>• A member of the SLT must be informed if children are not collected by 6p.m.</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• All staff will be given a list of children attending ASC at the end of the school day.</li> <li>• Staff must inform/ remind children who are on the list.</li> <li>• The list must be checked carefully.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Children will be collected by identified staff in EYFS, KS1 and KS2.</li> <li>• On PPA (planning, preparation and assessment) afternoon all children going to ASC must stay with the member of staff dismissing the class and be taken to ASC.</li> </ul> <p><b>End of School Day</b></p> <ul style="list-style-type: none"> <li>• All parents/carers waiting to collect must wait outside at the designated pick up point in the playground using the one-way system, they should not enter the School building unless they have an arranged meeting in school or require the urgent assistance of office staff.</li> <li>• Children who have not been collected by 3:15pm (Y3/4/5/6) or 3:25pm (EYFS, Y1/2) will be taken to the Late Stay Club and you will be charged according to the Late Collection policy. On the first occasion of late collection a written warning will be given. After this there is a charge per child. If there are subsequent late collections alternative pickup or care arrangements must be made.</li> <li>• This will be supervised by a member of the SLT.</li> </ul> <p>Schools can consult the guidance produced for <a href="#">providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children</a>, as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different out-of-school settings providers they access, as far as possible. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE has also issued <a href="#">guidance for parents and carers</a>, which schools may want to circulate.</p>

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			Where schools are satisfied that it would be safe to do so, they may choose to open up or hire out their premises for use by external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. In doing so, schools should ensure they are considering carefully how such arrangements can operate within their wider protective measures and should also have regard to any other relevant government guidance. For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on <a href="#">working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities</a> .
Social distancing Clubs	Staff, pupils, visitors, contractors, parents, members of the public	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>We will not run after school clubs in the autumn term.</li> </ul>
Remote Education	Pupils, parentst		<p>Where needed, this is high-quality, safe and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</p> <p>Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021.</p> <p>Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can</p>

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			<p>contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.</p> <p>Aim to return to the school's normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</p> <p>Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.</p> <p>Develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.</p>
Peripatetic Teachers			<p>Peripatetic teachers can move between schools, for instance, but schools should consider how to minimise the number of visitors where possible. They will be expected to comply with arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the premises, and secure best value, schools could consider using longer assignments with peripatetic teachers and agree a minimum number of hours across the academic year.</p> <p>If a teacher is operating on a peripatetic basis, and operating across multiple groups or individuals, it is important that they do not attend a lesson if they</p>

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			<p>are unwell or are having any symptoms associated with coronavirus (COVID-19) such as fever, a new and sustained cough, loss of sense of taste or smell. In addition, they should:</p> <ul style="list-style-type: none"> <li>➤ Maintain distancing requirements with each group they teach, where appropriate.</li> <li>➤ Avoid situations where distancing requirements are broken; for an example demonstrating partnering work in dancing.</li> <li>➤ Make efforts to reduce the number of groups taught and locations worked in, to reduce the number of contacts made.</li> </ul> <p>Further information on the music education hubs, including contact details for local hubs, can be found at <a href="#">music education hub</a>, published by the Arts Council England.</p>
Music Provision			<p>All pupils should have access to a quality arts education. Music, dance and drama build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.</p> <p>Additional mitigations, such as extended social distancing, were previously required for singing, and playing of wind and brass instruments given concerns that these were potentially higher risk activities. Department for Culture, Media and Sport (DCMS) has commissioned further scientific studies to be carried out to develop the scientific evidence on these activities, which has allowed the government to reconsider appropriate mitigations and further research is continuing.</p>

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			<p>Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, in particular guidance provided by the DCMS for professionals and non-professionals, available at <a href="#">working safely during coronavirus (COVID-19): performing arts</a>. However, these studies have also indicated that it is the cumulative aerosol transmission from both those performing in, and attending, events which is likely to create risk. DCMS is continuing to develop a more detailed understanding of how to mitigate this potential aggregate risk, but in that context, organisations should follow the guidance set out below.</p> <p>Schools that offer specialist, elite provision in music, dance and drama should also consider this guidance alongside the DCMS guidance on the performing arts.</p> <p>Schools should take particular care 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>Additionally, schools should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on <a href="#">handling equipment</a>.</p> <p><b>Performances</b></p> <p>If planning an indoor or outdoor face-to-face performance in front of a live audience, schools should follow the latest advice in the DCMS <a href="#">performing arts</a> guidance, implementing events in the lowest risk order as described. If planning an outdoor performance they should also give particular</p>



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			<p>consideration to the guidance on delivering <a href="#">outdoor events</a>.</p> <p>When planning music provision, schools should consider additional specific safety measures. Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow in the next sections.</p> <p><b>Playing outdoors</b></p> <p>Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.</p> <p><b>Playing indoors</b></p> <p>If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a>.</p> <p><b>Singing, wind and brass playing</b></p> <p>Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict</p>

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			<p>social distancing and mitigation as described below can be maintained.</p> <p><b>Social distancing</b></p> <p>In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate.</p> <p><b>Seating positions</b></p> <p>Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.</p> <p><b>Microphones</b></p> <p>Use microphones where possible or encourage singing quietly.</p> <p>By considering and adopting these cumulative risk mitigation measures, the overall risk will be reduced.</p> <p><b>Handling equipment and instruments</b></p> <p>Measures to take when handling equipment, including instruments, include the following.</p> <p><b>Handwashing</b></p> <p>Requiring increased handwashing before and after handling equipment, especially if being used by more than one person.</p>

**PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:**

<b>List of significant hazards</b> (something with the potential to cause harm)	<b>Who might be harmed</b>	<b>Type of harm</b>	<b>Existing controls</b> (actions already taken to control the risk - include procedure for the task/activity where these are specified)
			<p><b>Avoiding sharing instruments</b></p> <p>Avoid and equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets.</p> <p>If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment available at <a href="#">hygiene: handwashing, sanitation facilities and toilets.</a></p> <p>Instruments should be cleaned by the pupils playing them, where possible.</p> <p><b>Handling scores, parts and scripts</b></p> <p>Limit handling of music scores, parts and scripts to the individual using them.</p> <p><b>Suppliers</b></p> <p>Consider limiting the number of suppliers when hiring instruments and equipment. Schools should agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use. Equipment and instruments should be stored in a clean location if schools take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument.</p> <p><b>Pick up and drop off points</b></p> <p>Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and</p>

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			<p>microphones hand-to-hand.</p> <p><b>Individual lessons and performance in groups</b></p> <p>Individual lessons in music, dance and drama can resume in schools, FE colleges and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so schools will need to take particular care, in line with the measures set out above on peripatetic teachers.</p> <p>If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision.</p> <p>In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction.</p> <p>Specific safety measures for individual music lessons are set out in the following sections.</p> <p><b>Social distancing</b></p> <p>Measures should include specific social distancing between pupil and teacher (current guidance is that if the activity is face-to-face and without mitigations, 2 metres is appropriate), accounting for ventilation of the space being used. Pupil and teacher should be positioned side by side if possible.</p> <p><b>Avoid sharing instruments</b></p> <p>Avoid sharing instruments and equipment wherever possible and place name labels on equipment to help identify the designated user, for example,</p>

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			<p>percussionists' own sticks and mallets</p> <p>If instruments and equipment have to be shared, they should be regularly disinfected (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on <a href="#">cleaning and handling equipment</a>. Instruments should be cleaned by the individuals playing them, where possible</p> <p><b>Scores, parts and scripts</b></p> <p>Limit the handling of music scores, parts and scripts to the person using them.</p> <p>If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for <a href="#">working in homes</a>, and the guidance for <a href="#">out-of-school provision</a>.</p> <ul style="list-style-type: none"> <li>• Maintain our long-term contract with our peripatetic teacher who is limited to a small number of school bubbles and will maintain strong personal hygiene on entering, between classes and on leaving school.</li> <li>• Classes no larger than 15 in the hall – Juniors one week rest of the school the next.</li> <li>• Playing instruments and singing in groups will take place outdoors wherever possible.</li> <li>• Music to take place in the Church Hall if the weather is not suitable.</li> <li>• If indoors, we will be limiting group sizes to no more than 15, positioning pupils in relation to the space.</li> </ul>

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			<ul style="list-style-type: none"> <li>• We will limit the numbers to account for ventilation of the space and the ability to social distance.</li> <li>• Singing, wind and brass playing will not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation as described below can be maintained.</li> <li>• Pupils will be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible.</li> <li>• Children will be provided with their own labelled equipment.</li> <li>• Shared equipment is extremely limited and if used is cleaned and sanitised between use.</li> </ul>
PE Provision			<p>It is important that children continue to remain fit and active and, wherever possible, have the 60 active minutes of daily physical activity recommended by the Chief Medical Officers.</p> <p>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.</p> <p>Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. Schools must only provide team sports listed on the <a href="#">return to recreational team sport framework</a>. Competition between different schools should not take place, in line with the wider restrictions on grassroots sport.</p> <p>Pupils should be kept in consistent groups and sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces</p>

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			<p>used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>Schools are able to work with external coaches, clubs and organisations for curricular activities where they are satisfied that it is safe to do so. Where schools are offering extra-curricular activities (that is, before and after school clubs) they should only do so where it is reasonably necessary to support parents to work, search for work, or undertake training or education, or where the provision is being used for the purposes of respite care.</p> <p>Schools should refer to the following guidance:</p> <ul style="list-style-type: none"> <li>➤ <a href="#">guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport</a></li> <li>➤ <a href="#">advice from organisations such as the Association for Physical Education and the Youth Sport Trust</a></li> <li>➤ <a href="#">guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents</a></li> <li>➤ <a href="#">using changing rooms safely</a></li> </ul> <ul style="list-style-type: none"> <li>• PE to take place outside whenever possible.</li> <li>• Children to wear outdoor kit.</li> <li>• Children to wash hands before and after PE sessions.</li> <li>• Children to come to school dressed in PE kit on Tuesday and</li> </ul>

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			<p>Thursdays.</p> <ul style="list-style-type: none"> <li>• If weather is bad, the Church Hall will be used and activities adapted for the smaller space – activities carried out on mats, no running around, low aerobic activities.</li> <li>• Windows to be opened in the Church Hall.</li> <li>• Mats to be placed out in Church Hall.</li> <li>• Two Children only on a mat.</li> <li>• Mats to be cleaned after use.</li> <li>• Toilets to be cleaned after use.</li> <li>• Toilet allocated for EYFS, Y1/2, Y3/4/5/6.</li> <li>• Children to be given toilet time before PE session,</li> <li>• Contact sports and team games involving close contact are carefully managed and only to be done outside e.g. team sizes are kept small; adequate space for games; outdoor space only used for such sports;</li> <li>• Where practical, pupils to be given their own zone, to exercise in. Zones to be marked out using cones, paint, tape or chalk etc.</li> <li>• An enhanced cleaning schedule is followed for frequently touched objects such as PE and sports equipment; (Follow whole school policy)</li> <li>• PE and outdoor equipment is cleaned between groups of pupils using it. Multiple groups are not permitted to use PE and outdoor equipment simultaneously;</li> <li>• If resources do not allow for the cleaning of PE and sports equipment or outdoor equipment between different groups using it then it will be made off limits until cleaning can be carried out;</li> <li>• Where practical the use of equipment during PE lessons is limited, to reduce cleaning requirements at the end of the lesson;</li> <li>• Tissues are taken out to the School Playground by the teacher for</li> </ul>



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			<p>general use during outdoor PE along with a plastic bag where used tissues are disposed of. The bag is placed in a waste bin at the end of the PE lesson.</p> <p>PLEASE SEE SEPARATE PE RISK ASSESSMENT FOR FURTHER INFORMATION.</p>
Social distancing Behaviour	Staff and Pupils.	Potential spread of infectious disease Increased levels of stress/anxiety and lower than normal levels of wellbeing	<ul style="list-style-type: none"> <li>Any children displaying behaviour that is deliberately not safe in school will be sent home.</li> <li>The Positive Behaviour policy will be amended in order to support behaviour around safety concerning COVID-19</li> <li>Staff must avoid restraining children if they show challenging behaviour that is or could be damaging to themselves or others unless absolutely necessary. It is recommended that PPE is used for this and hygiene routines are followed before and after. Parents will be called to collect children if this occurs.</li> </ul>
Stress and anxiety for parents who are worried about the risks to their children's health and the health of their family (particularly if living with those who are currently Vulnerable)	Parents and Pupils	Increased levels of stress/anxiety and lower than normal levels of wellbeing	<ul style="list-style-type: none"> <li>School regularly receives updates from Council affiliated teams such as the H&amp;S Team, Education Teams, School Adviser at LCC.</li> <li>School following guidelines set up by Government.</li> <li>We have surveyed parents to get an indication of how they are feeling. We will review the questionnaire feedback.</li> <li>Pupils will be encouraged with parental discussion and support to come back when able but not be forced to come back to school before if parents are not happy.</li> <li>Recovery curriculum shared with parents.</li> <li>Formulate Home School Agreement.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Share layout of rooms with Parents.</li> <li>• Create welcome back video with guidance for Parents and Pupils using Key Worker Children.</li> </ul>
Grouping Children.	Staff, pupils, visitors, contractors, parents, members of the public	Potential spread of infectious disease Increased levels of stress/anxiety and lower than normal levels of wellbeing	<ul style="list-style-type: none"> <li>• Groups of children must be kept in consistent bubbles in order to make it easier and quicker in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.</li> <li>• The children are to be kept in the following bubbles: EYFS:               <ul style="list-style-type: none"> <li>• entering and exiting through the EYFS entrance.</li> <li>• Using only the EYFS toilets (door to be kept open during playtime/lunch for access).</li> <li>• Using only EYFS allocated toilets in the Church Hall.</li> <li>• EYFS staff to stay within the EYFS bubble including the EYFS area during lunch supervision.</li> <li>• EYFS staff to be supplied wear a mask when walking to or entering the main office, staff toilet, TreeHouse.</li> <li>• Allocated member of staff to attend to first-aid (paediatric trained) of EYFS children.</li> <li>• No shared events with other bubbles – e.g. assemblies, performances, Harvest.</li> <li>• PE to take place outside unless too cold to do so – Church Hall to be used – hand sanitiser on entry/exit – equipment cleaned after use – children to use only the EYFS toilets.</li> <li>• Children to wear tracksuits for PE outside.</li> </ul> </li> </ul>

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			<ul style="list-style-type: none"> <li>• All equipment in EYFS used by just EYFS - shared equipment kept to a minimum and cleaned between use.</li> </ul> <p>Y3/4:</p> <ul style="list-style-type: none"> <li>• entering and exiting through Y3/4 entrance at the front of the building.</li> <li>• Sanitiser placed at entrance to Y3/4 for children to use on entry and exit.</li> <li>• Using only the Junior toilets ( Main entrance door to be kept open during playtime/lunch for access).</li> <li>• Zoned area of the playground. Playtime to be shared with Y5/6.</li> <li>• Using only Junior allocated toilets in the Church Hall.</li> <li>• Y3/4 staff to stay within the Y1/2 bubble including the Y1/2 area during lunch supervision.</li> <li>• Y3/4 staff to be supplied wear a mask when walking to or entering the main office, staff toilet, TreeHouse.</li> <li>• Allocated member of staff to attend to first-aid (paediatric trained) of Y3/4 children.</li> <li>• No shared events with other bubbles – e.g. assemblies, performances, Harvest.</li> <li>• PE to take place outside unless too cold to do so – Church Hall to be used – hand sanitiser on entry/exit – equipment cleaned after use – children to use only the Junior toilets.</li> <li>• Children to wear tracksuits for PE outside.</li> <li>• All equipment in Y3/4 used by just Y3/4 - shared equipment kept to a minimum and cleaned between use.</li> </ul>

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			Y1/2: <ul style="list-style-type: none"> <li>• entering and exiting through rear 1/2 entrance.</li> <li>• Using only the Y1/2 toilets (door to be kept open during playtime/lunch for access).</li> <li>• Zoned area of the playground. Playtime to be shared between Y1/2.</li> <li>• Using only Y1\2 allocated toilets in the Church Hall.</li> <li>• Y1/2 staff to stay within the Y1/2 bubble including the Y1/2 area during lunch supervision.</li> <li>• Y1/2 staff to be supplied wear a mask when walking to or entering the main office, staff toilet, TreeHouse.</li> <li>• Allocated member of staff to attend to first-aid (paediatric trained) of Y1/2 children.</li> <li>• No shared events with other bubbles – e.g. assemblies, performances, Harvest.</li> <li>• PE to take place outside unless too cold to do so – Church Hall to be used – hand sanitiser on entry/exit – equipment cleaned after use – children to use only the Y1/2 toilets.</li> <li>• Children to wear tracksuits for PE outside.</li> <li>• All equipment in Y1/2 used by just Y1/2 - shared equipment kept to a minimum and cleaned between use.</li> </ul> Y5/6: <ul style="list-style-type: none"> <li>• entering and exiting through main entrance.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Using only the Junior toilets – keeping to timetable whenever possible (door to be kept open during playtime/lunch for access).</li> <li>• Zoned area of the playground. Playtime to be shared between Y3/4.</li> <li>• Using only Y5/6 allocated toilets in the Church Hall.</li> <li>• Y5/6 staff to stay within the Y5/6 bubble including the Y5/6 area during lunch supervision.</li> <li>• Y5/6 staff to be supplied wear a mask when walking to or entering the main office, staff toilet, TreeHouse.</li> <li>• Allocated member of staff to attend to first-aid (paediatric trained) of Y5/6 children.</li> <li>• No shared events with other bubbles – e.g. assemblies, performances, Harvest.</li> <li>• PE to take place outside unless too cold to do so – Church Hall to be used – hand sanitiser on entry/exit – equipment cleaned after use – children to use only the Y5/6 toilets.</li> <li>• Children to wear outdoor PE kit for PE outside.</li> <li>• All equipment in Y5/6 used by just Y5/6 - shared equipment kept to a minimum and cleaned between use.</li> </ul>
Communicating with staff and parents	Staff, pupils parents.	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>• Arrangements for discussing in detail plans with all staff including individually have been discussed elsewhere in this risk assessment.</li> <li>• Parents will be informed of the general arrangements being made and an explanation of what is expected of them in terms of dropping off and collecting children and any other local procedures will be given. We will</li> </ul>

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			<p>emphasise their role in terms of the national approach</p> <ul style="list-style-type: none"> <li>• Include reminders of parents' roles in social distancing in the school's weekly newsletter, for example in terms of the weekends if the newsletter goes out towards the end of the week.</li> <li>• Emphasise to parents and carers that if a child feels in any way unwell or under the weather, they need to stay at home and not come into school.</li> </ul>
			<ul style="list-style-type: none"> <li>• Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend.</li> <li>• Parents are asked to follow the local one-way system around Rivington - map provided for parents.</li> <li>• Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use). No loitering on the playground.</li> <li>• Parents are informed via letter/ email not to bring their children to school or on the school premises if they show signs of being unwell and believe they have been exposed to coronavirus. Templates from the LCC.</li> <li>• Parents are told that they cannot <b>gather</b> at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely and observing social distancing rules).</li> </ul>
Catch-up	Staff, Pupils	Low academic attainment	<p>£650 million will be spent on ensuring all pupils have the chance to catch up and supporting schools to rise to the challenge. This one-off grant funding will be paid to all state-funded primary, secondary and special schools in the 2020 to 2021 academic year. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published <a href="#">guidance on effective interventions to support schools</a>. For pupils with complex needs, we strongly encourage schools to spend this funding on catch-up support to address their individual needs. We will set out how this funding will be</p>

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			<p>distributed between individual schools shortly.</p> <p>Alongside this universal offer, a <a href="#">National Tutoring Programme</a>, worth £350 million, which will deliver proven and successful tuition to the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their more affluent peers widening. The evidence shows that tutoring is an effective way to accelerate education, and we, therefore, believe a targeted tutoring offer is the best way to narrow the gaps that risk opening up due to attendance at school being restricted.</p>
Emergencies	Staff, pupils, parents	Potential spread of infectious disease	<p>All pupil emergency contact details are up-to-date, including alternative emergency contact details, where required.</p> <p>Parents are contacted as soon as practicable in the event of an emergency.</p> <p>Pupil alternative contacts are called where their primary emergency contact cannot be contacted.</p> <p>The school has an up-to-date First Aid Policy in place which outlines the management of medical emergencies – medical emergencies are managed in line with this policy.</p>
Further Equipment Considerations	Staff, pupils, visitors, contractors, parents, members of the public	Potential spread of infectious disease	<p>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</p> <p>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.</p> <p>Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously</p>

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			<p>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>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers.</p> <p>Children to limit equipment brought into school everyday. Only essentials to be brought in – lunch boxes, coats, hats. Bags allowed but preferably book bag sized – no rucksacks. Ideally, any marking to be carried out within bubbles. Teachers can take books home but wash hands before and after marking and wipe down area at home. Nothing should go home that doesn't contribute to the children's education.</p>
Behaviour	Staff, pupils	Exclusion, low academic attainment	<p>Behaviour policy updated in light of Covid-19 restrictions</p> <p>Adverse experiences or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</p> <p>We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in</p>



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			<p>some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker, previously looked-after children who left care through adoption or special guardianship, and young carers, will need additional support and access to services such as educational psychologists, social workers and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.</p> <p>To assist all school leaders and staff in welcoming back all pupils, we have published a <a href="#">tool for mainstream schools to support the re-engagement of pupils</a> and the return to orderly and calm environments in which all pupils can achieve and thrive.</p> <p>The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort and must be lawful, reasonable, and fair. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations.</p> <p>Schools, should, as far as possible, avoid permanently excluding any pupil with an education, health and care (EHC) plan, or a looked-after child. Where a looked-after child is at risk of exclusion, the designated teacher should contact the relevant authority's virtual school head as soon as possible to help the school decide how to help the child and avoid exclusion becoming necessary.</p> <p>Where a previously looked-after child is at risk of exclusion, the designated teacher should speak with the child's parent or guardian and seek advice</p>

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			<p>from their virtual school head.</p> <p>Pre-empting that a pupil may commit a disciplinary offence, and thus not allowing a pupil to attend school, is an unlawful exclusion.</p> <p>Schools should have arrangements in place to support attendance and engagement which consider what additional support children and young people need to make a successful return to their full time education. For more information see <a href="#">annex B</a>.</p> <p>Any disciplinary exclusion of a pupil from a school, even for short periods of time, must follow the statutory procedure. This includes sending a pupil home for poor behaviour, whether or not remote education is provided. 'Informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off' for part of the day are unlawful, regardless of whether they occur with the agreement of parents or carers.</p> <p>Schools should be mindful that it is unlawful to punish a child for the actions of their parents, and to consider this when applying sanctions (for example refusing to allow a pupil to class because their parents did not attend a meeting or because the parents brought the pupils to school late would be unlawful).</p> <p>Ofsted will continue to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken by parents without pressure from their school.</p>
SEND children	Staff, pupils	Low academic achievement,	Where a pupil has provision specified within their EHC plan, it remains the

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		poverty	duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.
Additional considerations for EYFS	Staff, pupils, visitors, contractors, parents, members of the public	Potential spread of infectious disease	<p>New government guidance effective from 20 July, removes the requirement to keep children in small consistent groups within settings but states schools should still minimise mixing where possible. There cannot be a 'one size fits all' approach where the system of controls describes every scenario. Setting leaders will be best placed to understand the needs of their settings and communities, and to make informed judgments about how to balance delivering high quality care and education with the measures needed to manage risk.</p> <p>Suspected Case in the Nursery Where an individual child becomes ill with coronavirus (COVID-19) symptoms while at a setting, child waits in the EYFS Entrance (if upset) area until parents collect from the main school drive gate.</p> <p>PPE The majority of staff in EYFS settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> <li>• where an individual child becomes ill with coronavirus (COVID-19) symptoms while at a setting, and only then if a distance of 2 metres cannot be maintained</li> <li>• where a child already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be</li> </ul>

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			<p>used.</p> <p>Parents</p> <ul style="list-style-type: none"> <li>• Parents and carers should not be allowed into the setting unless this is needed, and children should be dropped off and collected using the specified system.</li> <li>• Staff will make use of the outside area where possible.</li> </ul> <p>Provision</p> <ul style="list-style-type: none"> <li>• Early years settings only need to use reasonable endeavours to deliver the learning and development requirements set out in the EYFS. These are exceptional circumstances and the priority at this time is keeping children safe and well cared for. As far as possible, children should benefit from a broad range of educational opportunities. For children in pre-reception settings, practitioners may focus at this time on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For children in reception year, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary.</li> </ul> <p>Ratios</p> <ul style="list-style-type: none"> <li>• Exceptionally, and where the quality of care and safety and security of children is maintained, changes to the ratios may be made.’</li> <li>• Early years settings or schools remain responsible for ensuring the safety and security of children in their care. Amendments allow further exceptions to be made to the qualification level that staff hold in order to be counted in the ratio requirements.</li> <li>• Settings should use reasonable endeavours to ensure that at least</li> </ul>

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			<p>half of staff hold at least a full and relevant level 2 qualification to meet staff to child ratio requirements, but this is not a legal requirement.</p> <ul style="list-style-type: none"> <li>• In nursery classes in maintained schools, caring for children aged 3 and over, reasonable endeavours should be used to ensure that at least one member of staff is a school teacher. Where this is not possible, there must be at least one member of staff for every 8 children, with at least one member of staff who holds at least a full and relevant level 3 qualification.</li> <li>• Providers should use their reasonable endeavours to ensure that at least half of other staff hold at least a full and relevant level 2 qualification.</li> <li>• Supply teachers and HLTA can move between classes observing social distancing, wearing masks and washing hands before and after entering each unit.</li> <li>•</li> </ul>
Pupils with SEND	Staff, pupils, visitors, contractors, parents, members of the public	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>• Some children will need specific help and preparation for the changes to the routine – SENCO and class teachers to meet with these needs through social stories.</li> <li>• Interventions from specialist should carry on as normal following the guidance for distancing, hygiene and wearing masks. These interventions should be carried out in the TreeHouse.</li> <li>• Children educated at dual sites – school to contact to ensure a shared approach to good hygiene and social distancing.</li> <li>•</li> </ul>
Curriculum	Staff, Pupils	Low academic achievement, poverty	<p><b>Education is not optional</b></p> <p>All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</p> <p><b>The curriculum remains broad and ambitious</b></p>

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			<p>All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</p> <p>Where needed, remote education is high-quality and safe, and aligns as closely as possible with in-school provision. Schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</p> <p>Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021.</p> <p>Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.</p> <p>Aim to return to the school's normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</p> <p>Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny</p>

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			<p>of pupils' work) while avoiding the introduction of unnecessary tracking systems.</p> <p>Develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of local restrictions.</p> <p>All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.</p> <p>Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.</p> <p>Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils are now compulsory. Schools are expected to start teaching by at least the start of the summer term 2021.</p> <p><b>Specific points for early years foundation stage (EYFS) to key stage 3</b></p> <p>For children in nursery and childminder settings and pupils in reception, the EYFS education and development requirements now apply as the original disapplications have been lifted (these were lifted on 25 September 2020). New regulations have been put in place to allow the <a href="#">EYFS disapplications to re-apply in the event of further coronavirus (COVID-19) related restrictions</a> imposed by government, for example a local lockdown.</p>

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			<p>Teachers and early years practitioners may consider focusing more on the prime areas of education, including communication and language, personal, social and emotional development, and physical development, if they think this would support their children to catch up following time out due to coronavirus (COVID-19). For pupils in reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. For nursery and childminder settings, and reception, consider how all groups of children can be given equal opportunities for outdoor education.</p> <p>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and relationships and health education.</p>
Recruitment	Staff, pupils, visitors, contractors, parents, members of the public	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>Recruitment should continue as usual. The government’s <a href="#">Teaching Vacancies</a> service can help schools to list vacancies for both permanent and fixed-term teaching staff quickly. The free national service for searching and listing teaching roles will be directing newly qualified teachers (NQTs) and job seeking teachers to this service.</li> <li>As DfE guidance advises limiting the number of visitors, it may be appropriate for schools to consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible. Interviewing remotely may be a new experience for many schools.</li> </ul>



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			<p>The DfE teaching blog provides some information on the <a href="#">experience of implementing interviews remotely</a>. There is also advice that can be sent to candidates on <a href="#">how to prepare for remote interviews</a>.</p> <ul style="list-style-type: none"> <li>Where face-to-face meetings are arranged, schools should make clear to candidates that they must adhere to the system of controls that schools have in place. Schools will also have the discretion to require face coverings for visitors where social distancing cannot be managed safely.</li> <li>When recruiting, school must continue to adhere to the legal requirements regarding pre-appointment checks. We refer schools to part 3 of the statutory guidance <a href="#">keeping children safe in education</a>. Initial teacher training (ITT) providers have worked flexibly to ensure this year's NQTs are ready and prepared to enter the classroom. They will also be supported by materials DfE is making available to all schools based on the <a href="#">early career framework reforms</a>, to support them as they start their teaching career. Schools in the early roll-out regions (Bradford, Doncaster, Greater Manchester and the North East) will be able to benefit from the full support package being offered to some 2,000 NQTs from the autumn. In addition, around 3,000 NQTs will be offered a one-year version of the structured support package.</li> <li><b>Supply teachers and other temporary or peripatetic teachers</b></li> <li>Schools can continue to engage supply teachers and other supply staff during this period. We recommend that schools consider using DfE's and <a href="#">Crown Commercial Service's agency supply deal</a> when hiring agency workers, as this offers a list of preferred suppliers that must be transparent about the rates they charge.</li> <li>Schools can get direct support from Crown Commercial Services on how to use the agency supply deal by</li> </ul>

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			<p>emailing <a href="mailto:supplyteachers@crownccommercial.gov.uk">supplyteachers@crownccommercial.gov.uk</a> with the school's details and contact details.</p> <ul style="list-style-type: none"> <li>• Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such as sports coaches, and those engaged to deliver before and after school clubs.</li> <li>• Recruitment continues as normal.</li> <li>• Recruiting remotely to be used in autumn term if required.</li> <li>• Pre-appointment checks must continue as normal.</li> <li>• Checks need to be carried out in person at the start of the autumn term.</li> <li>• School can use supply teachers during this period – following hygiene and social distancing, masks guidance.</li> <li>• ITT trainees will be accepted with experiences adapted under discussion</li> </ul>

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			<p>with the course provider.</p> <ul style="list-style-type: none"> <li>• Staff to make SLT aware of travel plans for summer.</li> <li>• If quarantine is unavoidable – staff to accommodate working from home.</li> <li>• Volunteers can be used with appropriate training and roles.</li> <li>• Follow volunteer recommendations in Keeping Children Safe – Part 3.</li> <li>• No volunteer who has not been checked to be left unsupervised.</li> </ul>
ITT Candidates/volunteers	Staff, pupils, visitors	Potential spread of infectious disease	<p><b>Expectation and deployment of ITT trainees</b></p> <p>School is strongly encouraged to consider hosting ITT trainees. Demand for teacher training is high this year and, while it is understandable that schools will have prioritised other activity, there is a risk that insufficient training places will be available. ITT trainees have the potential to play a significant role in supporting schools. Schools should consider how they could host ITT trainees, and discuss with relevant ITT providers how this can be done flexibly and innovatively to help meet both school and trainee needs. Deployment decisions will need to take into account the skills and capacity of the trainees in question.</p> <p><b>Trainees could:</b></p> <ul style="list-style-type: none"> <li>➤ take responsibility, with the usual mentor oversight, for small groups of pupils across or within years, adapting resources for such groups, creating online education materials, re-planning sequences of lessons</li> </ul>

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			<p>or delivering catch-up lessons</p> <ul style="list-style-type: none"> <li>➤ be engaged in wider professional activity, for instance tackling pupil, family and school needs by learning about, identifying and addressing challenges such as vulnerability, mental health problems or safeguarding issues</li> <li>➤ develop or engage in working groups to share best practice around resilience, commitment and team-working</li> <li>➤ work in pairs or groups to co-plan, co-teach and co-assess lessons with their mentors or other trainees. Paired and group placements, where these are possible, benefit trainees, mentors and teaching staff, promoting a greater sense of team collaboration, ongoing professional learning and reductions in workload</li> <li>➤ This is not intended to be exhaustive and ITT partnerships will need to ensure they have identified and comply with all <u>legislation</u> and guidance relevant to ITT</li> </ul> <p>Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles. Where schools are using volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in part 3 of <u>keeping children safe in education</u>. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.</p>
Safeguarding	Staff, pupils, parents	Serious harm	Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them.

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			<p>When a vulnerable child is asked to self-isolate, school should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.</p> <p>School will have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.</p> <p><b>Delivering remote education safely</b></p> <p>Keeping children safe online is essential. The statutory guidance <a href="#">keeping children safe in education</a> provides schools and colleges with information on what they should be doing to protect their pupils online.</p> <p>Support on delivering online remote education safely is available from:</p> <ul style="list-style-type: none"> <li>➤ <a href="#">safe remote learning</a>, published by SWGfL</li> <li>➤ <a href="#">online safety and safeguarding</a>, published by LGfL, which covers safe remote learning</li> <li>➤ the National Cyber Security Centre, which includes <a href="#">which video conference service is right for you</a> and <a href="#">using video conferencing services securely</a></li> <li>➤ <a href="#">safeguarding and remote education during coronavirus (COVID-19)</a></li> <li>➤ <a href="#">annex C of keeping children safe in education</a></li> </ul>
Appraisal	Staff, pupils	Stress, anxiety, poverty, poor academic	<p><b>Performance management and appraisal</b></p> <p>Maintained schools must continue to adhere to the School Teachers' Pay and Conditions Document (STPCD), which includes the requirement to ensure</p>

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		achievement	<p>that all pay progression for teachers is linked to performance management. We would expect schools to use their discretion and take pragmatic steps to adapt performance management and appraisal arrangements to take account of the current circumstances. Schools must ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of the decision to restrict pupil attendance at schools, such as where this has had an impact on the ability of the teacher to meet fully their objectives.</p> <p>Appraisals and performance management for support staff should be carried out in accordance with the employee's contract of employment. DfE does not specify pay or terms and conditions of employment for support staff.</p>
Staff Taking Leave	Staff, pupils	Stress, anxiety, poverty, poor academic achievement	<p>The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. The latest guidance on quarantine can be accessed at <a href="#">coronavirus (COVID-19): how to self-isolate when you travel to the UK</a>.</p> <p>As would usually be the case, staff will need to be available to work in school during term time. We recommend that school leaders discuss leave arrangements with staff to inform workforce planning.</p> <p>There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting.</p> <p>Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home.</p>

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Pupil Mental Health	Staff, pupils	Stress, anxiety, poor academic achievement, exclusion	<p>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school, others may have enjoyed being at home and be reluctant to return, a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.</p> <p>The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing.</p> <p>The government has recently launched the <a href="#">Wellbeing for Education Return programme</a>, which will provide training and resources for teachers and staff in all state-funded schools to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus (COVID-19). The training provides practical examples to support staff, children and young people within a school.</p> <p>Local authorities have received funding to employ skilled staff to deliver the training to schools and provide ongoing advice and support from the autumn until March 2021.</p> <p>Schools can prepare by nominating a lead to receive the training, and who will then have the capability to disseminate the learning and practice to staff and pupils within the school. The training will be available in the autumn term.</p> <p>DfE, Public Health England and NHS England hosted a free webinar for school and college staff on 9 July 2020 to set out how to support returning pupils and students. A recording of this is available:</p>

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			<p>This includes experts discussing the impacts of the pandemic on pupils' mental wellbeing and recovery techniques, and education leaders discussing the actions they have been taking.</p> <p>The Whole School SEND (WSS) consortium will be delivering some training and how-to ideas for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings.</p> <p>WSS have co-produced 2 leaflets, funded by DfE, to support young people with SEND and their families to have conversations with schools about <a href="#">successful returns following a period of absence</a> and about <a href="#">transition planning for post-year 11 destinations</a>. WSS have also produced resources to support the schools' workforce to prepare for the return, such as the <a href="#">COVID-19 SEND review guide</a> which settings can use to reflect on their provision and a <a href="#">handbook</a> to support teachers to take a whole school approach to supporting pupils following a traumatic event.</p> <p>Schools can access WSS resources on the <a href="#">Whole School SEND Resource page</a> of the SEND Gateway and professionals in the schools' workforce can <a href="#">sign up to the Community of Practice</a> to be kept up to date with further information.</p> <p>DfE has also published the first of the relationships, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on <a href="#">teaching about mental wellbeing</a>, which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. It has been published early given the importance of supporting pupils' mental health and wellbeing at this time.</p> <p>Schools should consider the provision of pastoral and extra-curricular</p>



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			<p>activities to all pupils designed to:</p> <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 (COVID-19)</li> <li>➤ support pupils with approaches to improving their physical and mental wellbeing</li> </ul> <p>Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free <a href="#">MindEd learning platform for professionals</a>, which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a <a href="#">coronavirus (COVID-19) staff resilience hub</a> with advice and tips for frontline staff.</p> <p>Where there is a concern a child is in need or suffering or likely to suffer from harm, the school (generally led by the designated safeguarding lead or deputy) should follow their child protection policy and part 1 of the statutory safeguarding guidance <a href="#">keeping children safe in education</a> and consider any referral to statutory services (and the police) as appropriate.</p> <p>Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the <a href="#">healthy child programme</a> can offer a range of support including:</p>

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			<ul style="list-style-type: none"> <li>➤ support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues</li> <li>➤ support for pupils with additional and complex health needs</li> <li>➤ supporting vulnerable children and keeping children safe</li> </ul> <p>Schools and school nurses need to work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.</p>
Assessment	Staff, Pupils	Low academic achievement	<p>Maintaining national curriculum assessments in the 2020 to 2021 academic year will allow the department to measure the remaining impact of coronavirus (COVID-19) on this cohort of pupils nationally and help target support to local areas, schools and pupils that need it the most.</p> <p>We are planning that statutory primary assessments will take place in summer 2021. The early years foundation stage profile and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:</p> <ul style="list-style-type: none"> <li>➤ the phonics screening check</li> <li>➤ key stage 1 tests and teacher assessment</li> <li>➤ the year 4 multiplication tables check</li> <li>➤ key stage 2 tests and teacher assessment</li> <li>➤ statutory trialling</li> </ul> <p>For 2020 to 2021 academic year only, schools will be required to administer a</p>

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			<p>past version of the phonics screening check to year 2 pupils during the second half of the 2020 autumn term. Year 2 pupils who meet the expected standard in the autumn check will not be required to complete any further statutory assessments in phonics. Year 2 pupils who do not meet the expected standard in the autumn check will be expected to take the statutory check in June 2021. Further guidance for schools will be published by the Standards and Testing Agency in September 2020.</p> <p>The statutory rollout of the reception baseline assessment has been postponed until September 2021. During the summer term 2020, schools had the opportunity to sign up to the 2020 to 2021 early adopter year.</p> <p>In light of the impact of coronavirus (COVID-19) outbreak, the 2020 to 2021 academic year will be a transitional year (subject to the necessary legislation being made) to allow schools time to prepare for, and start embedding, the engagement model. The engagement model is the new attainment framework (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study.</p> <p>The 2020 to 2021 academic year will be a transitional year where schools that have prepared to implement the engagement model will be able to report against it and schools that need more time to implement this change will have the option to assess against P scales 1 to 4, for one final year. The engagement model will become statutory from September 2021 and further information can be found at <a href="#">the engagement model</a>.</p> <p>Performance tables are suspended for the 2019 to 2020 academic year and no school or college will be judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data. DfE will continue to use 2019 data as a starting point for any</p>

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			<p>conversation about support for schools with Ofsted judgements below good. More information is set out at <a href="#">coronavirus (COVID-19): school and college accountability</a>.</p>
Remote Education	Staff, Pupils, Parents	Stress, anxiety, poor academic attainment, poverty	<p>Create Remote learning policy.</p> <p>Inform parents of remote learning offer.</p> <p>In local areas, where restrictions have been implemented for certain sectors (from national direction), we anticipate that schools will usually remain fully open to all.</p> <p>There may be exceptional circumstances in which some level of restriction to attendance at schools is required in a local area. The Department of Health and Social Care (DHSC) has updated their <a href="#">contain framework</a> to include an overview of the tiers of intervention for schools and colleges when managing local outbreaks and implementing restrictions.</p> <p>Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, school will have the capacity to offer immediate remote education.</p> <p>Schools has considered how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.</p> <p>In developing these contingency plans, school will:</p>

**PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:**

List of significant hazards (something with the potential to cause harm)	Who might be harmed	Type of harm	Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified)
			<ul style="list-style-type: none"> <li>➤ use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations</li> <li>➤ give access to high quality remote education resources</li> <li>➤ select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use</li> </ul> <p>provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</p> <p>recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum</p> <p>When teaching pupils remotely, school will:</p> <ul style="list-style-type: none"> <li>➤ set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</li> <li>➤ teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject</li> <li>➤ provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos</li> <li>➤ gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how</li> </ul>

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			<p>regularly teachers will check work</p> <ul style="list-style-type: none"> <li>➤ enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</li> <li>➤ plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</li> </ul> <p>We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.</p> <p><u>temporary continuity direction</u> which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This came into effect from 22 October 2020. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in this guidance.</p>
Safeguarding	Staff, pupils, visitors, contractors, parents, members of the public	Potential death or serious harm.	<ul style="list-style-type: none"> <li>• Safeguarding policy revised.</li> <li>• Update policy around new Keeping Children Safe.</li> <li>• More time allocated to safeguarding in the Autumn term – ensure on Head's timetable.</li> <li>• Organise Child In Need Meetings ASAP.</li> <li>• Speak to School Nurse.</li> </ul>

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List of significant hazards (something with the potential to cause harm)	Who might be harmed	Type of harm	Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified)
Transport	Staff, pupils, visitors, contractors, parents, members of the public	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>No school trips in first half of autumn term.</li> <li>Transport groupings should reflect those in school.</li> <li>Use of hand sanitiser before boarding and disembarking.</li> <li>Additional cleaning of vehicles – consult with company and take wipes to use.</li> <li>Distancing children on vehicles – asking for larger coaches.</li> <li>Use of face coverings for all children over 5 years of age on public transport`.</li> </ul>
Estates	Staff, pupils, visitors, contractors, parents, members of the public	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>Only the Church Hall to be used for lunch, music and PE.</li> <li>Additional hand sanitisers and paper towel dispensers placed around building.</li> <li>Pre-term building checks made and any issues dealt with swiftly.</li> <li>Good ventilation in all rooms is necessary – any windows which won't open to be dealt with.</li> </ul>
Educational Visits			<ul style="list-style-type: none"> <li>No overnight stays at the present time.</li> <li>Non-overnight visits can resume in autumn term but school will not undertake these – further consideration given after half-term.</li> <li>Risk assessment for trips need to continue using Evolve.</li> <li>As part of this risk assessment, consideration needs to be given to control methods and these should also be made clear on the sits risk assessment.</li> <li>Schools should consult the <a href="#">health and safety guidance on educational visits</a> when considering visits.</li> <li>The Association of British Insurers (ABI) has produced information on <a href="#">travel insurance implications</a> following the coronavirus (COVID-19) outbreak. If you have any further questions about your cover or would like further reassurance, you should contact your travel insurance provider.</li> <li></li> </ul>
COVID controls declaration	Staff, pupils, visitors, contractors, parents, members of the	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>The Government has produced a declaration poster for employers to display which schools may like to display:</li> </ul>

<b>PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:</b>			
<b>List of significant hazards</b> (something with the potential to cause harm)	<b>Who might be harmed</b>	<b>Type of harm</b>	<b>Existing controls</b> (actions already taken to control the risk - include procedure for the task/activity where these are specified)
	public		<ul style="list-style-type: none"> <li>Link: Covid Secure Poster: <a href="https://assets.publishing.service.gov.uk/media/5eb97d30d3bf7f5d364bfbb6/staying-covid-19-secure.pdf">https://assets.publishing.service.gov.uk/media/5eb97d30d3bf7f5d364bfbb6/staying-covid-19-secure.pdf</a></li> </ul>

This general risk assessment will apply to this area/task/activity in most schools providing the control measures described are in operation and there are no further local significant hazards. If it does not fully apply and further control measures are required, please complete the Action Plan at Part C. If it fully applies please sign below.

I certify that the risk assessment above fully applies to the area/task/activity under assessment in ..... (Name of school)

Signed:

Name:

Risk Assessor:

<b>PART C: ACTION PLAN Further action / controls required</b>						
<b>Hazard</b>	<b>Action required</b>	<b>Person(s) to undertake action?</b>	<b>Priority</b>	<b>Projected time scale</b>	<b>Notes / comments</b>	<b>Date completed</b>