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| **School/Academy:** | Mellers Primary School | **Date of assessment** | 01.03.2021 |
| **Who might be harmed?** | Pupils, staff, visitors and contractors | **How many are affected?** | Whole School |
| **Lockdown Easing Status:** | **Step One (From 8th March)**  (All schools will reopen) | | |
| **Reference Document:** [DfE: Schools coronavirus (COVID-19) operational guidance (February 2021)](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools) | | | |
| **Date** | **Summary of school position** (include numbers of staff working from home / shielding, bubble sizes) | | |
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| **Hazard Aspect** | Possible control measures | ✓if in place 🗶 if not or n/a | Where:🗶 state action to be taken with timescales🗶 any additional control measures✓ site specific details | **Residual**  **Risk rating**  High, medium, low |
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| **Communication** | | | | |
| Staff | * This completed risk assessment is shared with staff. Signatures are obtained. | ✓ | W/c 13 July 2020, risk assessment to be emailed to all staff. Copies will be made available on the school’s website, staff room, and in admin office. Staff will need to sign a form to confirm they have read the information. JT to ensure signatures are obtained. Updated risk assessment are shared with staff and school website updated. | Low |
| * Staff are encouraged to give regular feedback on the effectiveness of these control measures and plans, share suggestions and identify additional touch points. | ✓ | All staff are encouraged to give feedback. Daily staff briefings are held where ideas, suggestions are discussed. |
| Parents/carers, pupils and visitors | * The relevant control measures from this risk assessment are communicated to parents, carers, pupils and visitors. This includes instructing children old enough not to touch staff and their peers where possible. Signage is installed wherever necessary as a reminder. | ✓ | W/c 13 July 2020, all risk assessments and important covid information is available on the school website, under latest news. Signage is around school highlighting social distancing. | Low |
| * If possible, a pdf version of this completed risk assessment published on the school’s website to provide transparency of approach to parents, carers and pupils. (Do not include names where any personal details are recorded). | ✓ | A pdf version will be available on the school’s website for parents to view. |
| * Parents’ are reminded, where necessary, of their duty to secure their child’s regular attendance at school (unless they have symptoms, are a close contact of someone who has symptoms / tested positive or are shielding) and that the school has the ability to issue sanctions, including fixed penalty notices in line with local authorities’ codes of conduct. | ✓ | Parents and carers are contacted daily if their child is not in school. All parents are reminded that if their child has any symptoms of covid to ensure they shield at home and contact the school as a matter of urgency. |
| Employer | * The completed risk assessment (v.5) is shared with the Governing Body and employer. | ✓ | Once the risk assessment is approved by the School’s Governing Body, then this will be shared with all staff. | Low |
| Trade Unions | * The completed (v.5) risk assessment is shared with the recognised Trade Unions following sharing with the school’s Governing Body. (Do not include names where any personal details are recorded). | ✓ | Trade Unions will be sent a copy of the school’s risk assessment following the approval by the School’s Governing Body. | Low |
| **Contracting / transmitting Covid-19** | | | | |
| Preventing symptomatic persons attending school | * Pupils, parents / carers and any visitors, such as suppliers, are informed not to enter the school if they are displaying any symptoms of coronavirus: * a new, continuous cough * **or** a high temperature * **or** has a loss of, or change in, their normal sense of taste or smell (anosmia)   [PHE Campaign posters are available here.](https://coronavirusresources.phe.gov.uk/Symptoms/resources/) | ✓ | All staff and parents prior to lockdown were notified that anyone with any of the symptoms mentioned were to remain at home. All staff and parents have been reminded by letters sent home and we will continue to remind of how crucial it is to follow these guidelines. The school website/facebook will be updated, emails will be sent out to parents and staff. | Low |
| * For noting:   In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus. | ✓ | All parents and staff have been made aware that any child with symptoms should not attend school. If a child is sent they would be sent home straight away. |
| Individuals not accessing the vaccination programme | * Staff, their households and parents are encouraged to access the vaccination programme when it is available for their priority group. Posters are available here: <https://coronavirusresources.phe.gov.uk/covid-19-vaccine/resources/> | ✓ | All staff and parents will be made aware and encouraged to access the vaccination programme. |  |
| Preventing persons who are at a higher risk of carrying the virus attending school  [Reference](https://www.gov.uk/uk-border-control/self-isolating-when-you-arrive) | * **Staff** are made aware of the current quarantine restrictions in their holiday arrangements if they visit countries outside the Common Travel Area (i.e. UK, the Crown Dependencies (Bailiwick of Jersey, Bailiwick of Guernsey and the Isle of Man) and Ireland), noting that quarantine may affect their ability to be available to return to the workplace. | ✓ | All staff will be reminded before school holidays of the current quarantine restrictions, to ensure they are able to return to work. | Low |
| * **Parents and carers** are made aware of the current quarantine restrictions if they return from countries outside the Common Travel Area (i.e. UK, the Crown Dependencies (Bailiwick of Jersey, Bailiwick of Guernsey and the Isle of Man) and Ireland), noting that quarantine may affect their ability to comply with statutory attendance. | ✓ | All parents will be reminded of the current quarantine restrictions, any holidays booked are always followed up. |
| * Records are kept of such visits. | ✓ | Holiday request forms are completed. |
| Reducing the number of persons on site | * The school considers whether it is feasible and appropriate for some roles, such as administrative roles to work from home, either full time or on a part time basis.   The school considers whether it is feasible for teaching staff, particularly those in health groups whether they could virtually teach from home, either full or part time, using IT. (See “Persons at higher risk of becoming seriously ill” section) | ✓ | Currently most staff on a rota system to ensure wherever possible to reduce the numbers of staff in at one time. All ECV staff are isolating at home and working from home where possible. All staff in the higher risk groups have been spoken to and the appropriate forms have been completed. | Low  Low |
| 1. Contractors undertaking statutory testing and emergency and routine repairs are permitted on site.   They are advised to arrange visits outside of the school day where possible and avoid arriving and leaving site during pupil pick up and drop off times.  The number and duration of face to face contacts with adults is limited as far as possible (e.g. less than 15 minutes in one day). 2 metre social distancing protocols are followed. | ✓ | Maintenance repairs are always booked in to ensure the safety of our children and staff. Therefore, avoiding wherever possible when children are in and also around pupil pick up and drop off times. |
| 1. Supply teachers, peripatetic teachers and/or other temporary staff can move between schools, but are kept to the minimum.   They particularly ensure they minimise contact and maintain as much distance as possible from other staff. The number of groups taught and locations worked in are minimised to reduce the number of contacts made.  Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual. | ✓ | Where we need to arrange for supply staff and peripatetic teachers to come into school we will ensure that social distancing will be in place as much as possible. |
| 1. The school continues hosting initial teacher training (ITT) trainees. Trainees continue to go into their school or college on placement to support teaching and also support schools in other ways, including supporting remote education, developing lesson materials and offering pastoral support | ✓ | Plans for teaching training will continue in the next few months where we will have one student teacher attending. |
| 1. The School’s coronavirus safety principles are communicated to essential visitors such as contractors, other non-school based services, external coaches, clubs and organisations for curricular and extra-curricular activities prior to any proposed visit.   A dialogue is undertaken where necessary between the school and visitors regarding the schedule of the visit including the rooms to be visited and any points of discussion around social distancing and hygiene. | ✓ | All coronavirus safety principles are communicated to contractors before they visit. This is also the case with external visitors which we are limiting to a minimum. We always promote good hygiene and any rooms used in school are always cleaned to a high standard after use. |
| 1. Parents/carers are informed that if their child needs to be accompanied to the school, only one parent/carer should attend if possible. | ✓ | All parents have been informed that only one parent/carer should accompany their child to school. |
| 1. Conversations with parent/carers are held on the telephone wherever possible. Parents/carers are informed not to enter the school building unless they have a pre-arranged appointment. The 2-metre social distancing rule applies to these meetings and kept as short as possible (e.g. less than 15 minutes). | ✓ | Parents are not allowed onsite without gaining access through the gates. Notices are on the gates to phone the school mobile if no one answers the intercom. We will only meet a parent if they have phoned through and it is urgent. 2 metre distancing rules will apply. |
| 1. Non-essential visitors are asked remain away from site. In determining whether the visitor is essential consider whether the meeting can be undertaken remotely, whether there are any other health and safety, financial or other significant implications of not undertaking the visit. | ✓ | No visit, if not essential will be carried out on site. Currently any important meetings have taken place remotely. |
| 1. Governor meetings held virtually if possible. Any Governor meetings held in school are undertaken following social distancing protocols.   Governor monitoring visits are undertaken virtually if possible. | ✓ | Governors meetings have been held virtually. |
| * Schools do not host any performances with an audience. The school considers alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission. | ✓ | No performances will be held in front of a live audience. |
| Persons at higher risk of becoming seriously ill | * **Clinically extremely vulnerable staff** are advised not to attend the workplace. CEV individuals are those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list). Staff who are identified as clinically extremely vulnerable should follow the published guidance.   The school has reviewed the list of staff who are identified as CEV, noting that the NHS have recently added individuals they after undertaking their NHS COVID-19 Population Risk Assessment.  Even when CEV staff have had both doses of the vaccine, they should continue to follow this shielding advice until further notice.  See also staff welfare. | ✓ | Staff in the “clinically extremely vulnerable” categories have been identified and are remaining at home. | Low |
| * **Clinically extremely vulnerable pupils** are currently advised not to attend school. Copies of the shielding letter sent to CEV children are requested if necessary. | ✓ | Pupils will be identified and measure will be put in place. |
| * The following measures are in place for **pregnant members of staff** and recorded on the pregnancy Covid risk assessment: * Up to 28 weeks: Avoid face to face contact, observe social distancing recommendations where possible. * Over 28 weeks: Consider further precautions. | ✓ | Risk assessments have been completed for pregnant employees. |
| * Staff in the **BAME categories** have been individually reminded to observe good prevention practice in the workplace and home settings.   For noting: There is clear evidence that certain BAME groups have higher rates of infection, and higher rates of serious disease, morbidity and mortality. There is no strong evidence that ethnicity by itself (or genetics) is the sole explanation for observed differences in rates of severe illness and deaths. What is clear is that certain health conditions are associated with increased risk of serious disease, and these health conditions are often overrepresented in certain BAME groups. It is also clear that societal factors, such as occupation, household size, deprivation, and access to healthcare can increase susceptibility to COVID-19 and worsen outcomes following infection. | ✓ | All in the ‘clinically extremely vulnerable category’ and BAME groups have been identified. Risk assessments have been completed identifying and responding to any concerns raised.  Guidance received from the Local Authority will be followed. Individual risk assessments will be completed for these vulnerable groups when identified. |
| * **Clinically vulnerable** staff continue to attend school where it is not possible to work from home. They are individually reminded to observe social distancing where possible, face to face contact is avoided and the aide memoire is used. | ✓ | All staff and including clinically vulnerable and BAME categories know the importance of socially distancing and keeping within their staff/class bubbles and will work from home where possible. |
| * **Staff who live with** those who are clinically vulnerable or clinically extremely vulnerable are individually reminded to observe good prevention practice in the workplace and home settings. | ✓ | All staff are made aware of the importance of good prevention practice. |
| School Visits | * The school notes that the DfE advises against educational visits at this time. | ✓ | All schools’ off-site visits are cancelled, except for small groups to Wild things where all risk assessments are followed. | Low |
| Undertaking CPR / and First Aid | * The following information has been shared with school first aiders: [Resuscitation Council UK Statement on COVID-19 in relation to CPR and resuscitation in first aid and community settings](https://www.resus.org.uk/media/statements/resuscitation-council-uk-statements-on-covid-19-coronavirus-cpr-and-resuscitation/covid-community/)   [www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm](http://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm)  “It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands” | ✓ | Staff are receiving daily covid updates and all staff have been provided with the CPR and resuscitation in first aid information. | Low |
| Persons becoming symptomatic whilst in school | * If anyone in the school becomes unwell with: * a new, continuous cough * **or** a high temperature * **or** has a loss of, or change in, their normal sense of taste or smell (anosmia) * they must: * be sent home and advised to follow [‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance), which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus.   Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms. | ✓ | Locations where pupils could be isolated:  Community room.  Anyone feeling unwell, with any of the symptoms mentioned will be sent home. Guidance on household self-isolation will be given.  A child waiting for collection will be moved to the community room and will be supervised, staff should wear masks and a window will be opened for ventilation.  Area where the child has been would be deep cleaned. | Low |
| * PPE is available in the event that someone becomes symptomatic on site and if a distance of 2 metres cannot be maintained:   + a **face mask**   + **disposable gloves** and an **apron** if contact is necessary   + **eye protection** if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting. | ✓ | PPE is available as we have a supply of face masks, plastic aprons and gloves if anyone did become symptomatic on site and social distancing could not be maintained. |
| * If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.   Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings). | ✓ | All staff will be advised that it is only if they develop symptoms, that they will be sent home. Then they would be advised to take the available test, to see if they are positive/negative to determine whether self-isolation is needed.  Possible infected area will be deep cleaned. |
| * Records of persons with symptoms consistent with coronavirus are kept (ref: tracker). | ✓ | Staff absence records include staff off with symptoms with coronavirus. |
| Test and Trace | * The [latest NHS/PHE test and trace information](https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/) has been shared with staff and parents. In particular, parents are encouraged to get tests for their children if they develop symptoms. | ✓ | The latest test and trace information has been shared by email and posters are in various locations in school to remind staff of the procedures. This has also been shared by our daily covid updates from the Local Government. | Low |
| * The school understands the purpose of the school’s own home test kits, has decided who makes the decision to offer the kit when they have a stock and by what criterial. [Reference.](https://www.gov.uk/government/publications/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers)   “You should only offer a home test kit to individuals who have developed symptoms while at school (or to their parent or carer if it is a pupil) in the exceptional circumstance that you believe they may have barriers to accessing a test elsewhere, and that giving them a home test kit directly will therefore significantly increase the likelihood of them getting tested.”  Note that to book a test at a centre they will need their own transport (or walk). To book either a test at a centre or to request a home test kit access to the internet and mobile phone is required, or by telephoning NHS on 119. | ✓ | Home test kits are available in school and are only given out if accessing them online would be difficult. |
| * Swift action is taken when you become aware that someone who has attended school has tested positive for coronavirus (ref. symptom summary sheet v.6) | ✓ | The school has a covid response team in place, where as soon as there are any concerns raised each member is contacted and a plan is put in place. |
| * Staff and parent telephone numbers are checked for accuracy. | ✓ | All staff and parent contact details are up to date as possible. |
| * Contact details, are kept of all other visitors to the school, including where possible, personal phone numbers. | ✓ | Any regular visitors we have in school we keep a record book where we keep contact details if needed. |
| * Ongoing records are kept of:   + The names of pupils in the bubbles and members of staff who have accessed them.   + Any close contact that takes places between children and staff in different bubbles.   These details may be required at short notice outside the regular school day to enable the school to inform individuals to immediately self-isolate. | ✓ | We have kept all rota’s which has shown what member of staff have been allocated to each bubble. Registers have been taken and recorded therefore we also have a list of children in each bubble. |
| * Where staff have downloaded the NHS Covid app:   + If staff keep their mobile phones on their person during the working day then the app can be left on.   + If staff’s mobile phones are not kept on their person during the working day e.g. in a drawer or locker, they are asked to keep their mobile phones switched off or the app turned off (i.e. contact tracing paused)   Note that the Bluetooth capabilities of the contact tracing app can go through walls (consider classrooms where the teaching areas are back to back). | ✓ | Staff have been made aware of the NHS covid app. |
| * For noting:   In the event that a pupil or member of staff reports symptoms, the rest of the bubble can continue to attend school awaiting the result of the test (apart from any siblings who are in, or not in, the same bubble who must also self-isolate with the rest of their household). | ✓ | All staff will be made aware that if anyone reports symptoms and has to self-isolate they will require a test. The rest of the bubble are still ok to attend school until results of the test is confirmed. |
| Lateral Flow Testing (LFT) | * School staff have been appointed a “COVID-19 Coordinator” who will be responsible for: * communicating with stakeholders * ensuring staff are using the right instructions and that they sign for the test kits using the ‘test kit log’ * reporting incidents and carry out risk management * storing and reporting any required data * reordering tests when required   They have read and understood the resources from the Primary portal. | ✓ | The School Business Manager is responsible for coordinating covid testing and results, and completing the required data. | Low |
| * The school has provided information to staff about the purpose and the process of the lateral flow testing including the recording of results. They are encouraged to take part. (See step 5 and model letter from the Govt. resources.) | ✓ | Staff are all regularly testing twice a week. |
| * Persons are identified who wish to take part. This will include directly employed staff and non-directly employed peripatetic, catering and cleaning colleagues. Participants may join or leave the arrangement at any time.   The two test days have been decided (3-4 days apart). (It is recommended that one of these test days is Monday.) | ✓ | Staff carry out home testing and generally testing is carried out on a Monday and Thursday. |
| * Staff are reminded that:   + A negative LFT does not eliminate the possibility of an infection. In particular it will not detect individuals who are recovering from having had the virus.   + A negative LFT does not allow the individual to pause compliance with covid rules within school, and social distancing and good hand hygiene outside the workplace.   + The testing programme does not replace current (PCR) testing policy for those with symptoms. | ✓ | Staff are aware of the possible results. And even if showing signs of covid and receiving a negative result it would be advised to stay at home and take a PCR test. |
| * Appropriate action is taken in the event of: * A negative test result * A positive test result * Two void test results | ✓ | All instructions have been given out to staff on what action to take if a test is void, negative or positive. |
| * Necessary records of testing are kept. | ✓ | Records are kept of all results. |
| Hygiene – General | * Correct handwashing and good hygiene are followed by staff, pupils, visitors and contractors. Pupils wash their hands at the designated times during the day and after certain activities: * On arrival at school * After breaks and sport activities * When they change rooms * Early Years: after using wheeled bikes, trikes and other large, movable toys * Before cooking and eating * After sneezing or coughing * After using the toilet * Before leaving home   Note: Electric hand dryers may be used in schools | ✓ | Updated risk assessment to be shared with staff. | Low  Low  Low |
| * A process is in place for removing face coverings when pupils and staff who use them arrive at school. Pupils are instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. | ✓ | All staff and pupils will be reminded that if they are wearing masks attending school they need to remove them by not touching the front covering. All children and staff should then wash their hands and any masks should either be disposed of in a closed bin or kept in a plastic bag. |
| * For noting:   School uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. | ✓ |  |
| * [Posters](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-c-posters) are displayed in every classroom to be used, at the main entrance or front office, in places visible to those at the school gate if possible, in the staffroom and in all toilets and reminders given to pupils.   Particular pupil groups are encouraged where possible not to touch their faces or to put objects in their mouths. | ✓ | Further posters will be displayed around school to remind children the importance of washing hands and also encouraging them not to touch their face. |
| * Adequate soap / hand sanitizer and tissues are available for pupils and staff throughout the school and for visitors arriving at main reception. Soap and water is the preferred choice; hand sanitizer is used when the use of soap and water is not practical.   Identified children are supervised with their use of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes are used as an alternative. | ✓ | There is adequate soap and hand sanitizer in school for staff/pupils and visitors. Hand sanitizer will be available in the main reception area also. Small children and pupils with complex needs should continue to be helped to clean their hands properly. |
| * Arrangements for dealing with bodily fluids are in place. The risk assessment has been completed and appropriate disposal procedures are in place. | ✓ | Protective face masks and gloves will be worn dealing with bodily fluids. If children/staff need to change if available clothes onsite, then dirty clothes to be put in a tied bag. If there are no change of clothes they will be sent home to change. Any area’s exposed to the bodily fluids will be deep cleaned. Any materials used will be put in one of our hygiene bins. |
| * The best choice of bins for used tissues is a lidded bin with a pedal as you will not need to physically touch the bin lid and the tissues will be safely stored.   Lidded swing top type bins will require the person disposing of the tissue to touch the lid, potentially contaminating it. Although that person disposing the tissue should wash their hands afterwards, the next person to use the bin who is disposing general waste may not wash their hands afterwards and potentially contaminate their hands. Therefore if these are used then they should be only for the disposal of tissues and labelled as such perhaps with a reminder to wash their hands afterwards.  Bins without lids shouldn't be used for tissues but can be used for general waste and/or paper towels used to dry hands after washing them.  Site staff / cleaners wash their hands after emptying the bins. | ✓ | Peddle bins have now been provided and are emptied on a regular basis. |
| * Sufficient ongoing enhanced cleaning in areas occupied by staff and pupils. Any unoccupied areas due to fewer pupils being in school can be cleaned less regularly and secured and/or signed to restrict access.   A list of touch points and surfaces that will receive regular cleaning has been created. These will include door handles, WC flush handles, WC vanity surfaces, taps, push plates, dining tables, door and gate entry systems, photocopier control panels, banisters, chairs, light switches.  Frequently touched surfaces and touch points are cleaned using sanitizing chemicals.  The frequency of necessary cleaning has been identified. More frequent cleaning is required of rooms / shared areas that are used by different groups. | ✓ | All rooms that have been used, all frequently touched surfaces, touch points, all toilets and sinks have been cleaned daily.  We have increased the cleaning hours in school to ensure there is cleaning mid-way through the day, as well as the end of the day. |
| * Wherever possible contactless payments are accepted on site rather than cash. In the event that this isn't possible, office staff should wash or sanitise their hands immediately after handling any coins. | ✓ | Contactless payment is now in place. |
| Hygiene – Classroom group bubble | * Soft furnishings, soft toys and toys that are hard or impossible to clean (such as play dough or those with intricate parts) have been removed from use in rooms which more than one bubble group uses. | ✓ | All Soft toys, toys that are impossible to clean will be removed from rooms that more than one bubble group may use. | Low  Low |
| * Unnecessary items are removed from classrooms and other learning environments where there is space to store it elsewhere as this reduces the amount of cleaning required. | ✓ | Any unnecessary items in classrooms will be removed if not needed. |
| * Teaching staff may wish to clean articles or areas within the classroom during the school day e.g. books after being touched by pupils, touch points within their class, e.g. in the event a pupil has dropped a used tissue on a table:   It is safest that teaching staff use sanitising wipes for this purpose. If other cleaning chemicals are used then additional COSHH risk assessments, training and PPE may be required. These chemicals should be purchased in the dilution ready for use, kept in the original bottles and stored securely within the classroom. | ✓ | Sanitising wipes will be made available for every class, to ensure areas can be cleaned if there is a need. |
| * Teachers wash or sanitise their hands before and after handling pupils’ books. | ✓ | Teachers/Teaching Assistants will wash their hands and surfaces before and after handling pupils’ books. |
| * Activities are avoided which involve passing items around a class where it does not contribute to pupil education and development. The sharing of books, other resources and equipment is avoided where possible.   Staff and pupils have their own pencils and pens, which are not shared. Consider labelling items with pupils’ names. | ✓ | No activities will be taking place passing items around a class. Pupils are required to bring their own pencil cases. |
| * Shared materials such as books and games and surfaces are cleaned and sanitised more frequently. Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities are washed before and after use. | ✓ | All shared materials, surfaces will be cleaned more frequently. All activities require washing hands before and after, any materials used will also be cleaned. |
| * Resources that are shared **between** bubbles, such as sports, art and science equipment are cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. | ✓ | Any resources that will be shared will be cleaned frequently. |
| * Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. | ✓ | Pupils are only allowed to bring in essential equipment. |
| * The amount of shared resources that are taken home are limited. | ✓ | School resources that are taken home will be limited. |
| * Ensure that reusable drinking cups are not shared between pupils. Consider replacing reusable drinking cups with disposable cups. | ✓ | No reusable drinking cups should be shared with pupils, before being washed. |
| * Children and staff are encouraged to flush toilets with the lid down to avoid the possibility of an aerosol. Where there are toilets without lids in nurseries a temporary cover is placed over the toilet when **staff** have to flush nursery toilets. | ✓ | Staff and Children will be encouraged to flush toilets with the lid down to avoid possible aerosols. |
| PPE  ([Reference](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe)) | * Adequate necessary Personal Protective Equipment (PPE) is available for cleaning tasks, personal care, first aid and certain medical procedures. | ✓ | Masks, aprons and gloves are provided for cleaning tasks, first aid and personal care. Full PPE has not been identified as needed. | Low |
| * Training and instruction have been provided for the putting on, removing and disposal of PPE. | ✓ |  |
| * Risk assessments in place for medical procedures have been reviewed in light of the pandemic (contact the medical professional who created or assisted with the creation of the risk assessment) and in particular noting whether any additional PPE is necessary. | ✓ | Risk assessments will be reviewed that are in place for medical procedures, any additional PPE identified will be provided. |
| * Aerosol generating procedures (AGPs):   Within education settings these are only undertaken for a very small number of children with complex medical needs, such as those receiving tracheostomy care. Staff performing AGPs in these settings follow Public Health England’s personal protective equipment (PPE) guidance on aerosol generating procedures, and wear the correct PPE which is:   * + a FFP2/3 respirator   + gloves   + a long-sleeved fluid repellent gown   + eye protection | ✓ | N/A |
| Face coverings in school  (Face coverings are instead largely intended to protect others, not the wearer, against the spread of infection because they cover the nose and mouth, which are the main confirmed sources of transmission of virus that causes coronavirus infection) | * Face coverings (or only where necessary for communication purposes - transparent face coverings) are worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas).   Face visors or shields are not worn as an alternative to face coverings.  Note that some individuals are exempt from wearing face coverings.  Face coverings are not necessary in the classroom even where social distancing is not possible. | ✓ | All parents/carers have been asked to wear masks when dropping and picking their child up.  Staff do not have to wear masks throughout the day, only when on duty at the gates, and if they feel more comfortable wearing them. | Low |
| * Staff will now have access to face coverings due to their increasing use in wider society. However, in the event that the Head Teacher recommends face coverings in circumstances identified above and where staff or visitors are struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, a small contingency supply available to meet such needs. | ✓ | There is a supply of masks in schools for all staff/visitors to access if needed. |
| * Instructions are displayed / provided for wearers of face coverings of the correct way– available as a [list here](https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own#how-to-wear-a-face-covering) and an [infographic here](https://www.who.int/images/default-source/health-topics/coronavirus/clothing-masks-infographic---(web)-logo-who.png?sfvrsn=b15e3742_16) | ✓ |  |
| Reducing number of touchpoints | * Touchpoints are reduced by propping open non-fire doors. Fire doors can only be held open throughout the school day with dedicated automatic closing devices. | ✓ | Classroom doors to be kept open wherever possible to reduce touching of door handles. | Low |
| * Only use touch screen signing in systems if it can be ensured that only the bar code reader is used or hands are sanitised straight afterward after touching and the screens are cleaned on a regular basis at appropriate times. | ✓ | Ensure that the signing in screen for staff and visitors is cleaned on a regular basis. Sanitising gel is to be provided in the reception area. |
| * Consider whether drinking fountains need to be taken out of action. | ✓ | N/A |
| Site to site visits | * Staff who travel from school to another site during work hours for work purposes (i.e. not the commute) on public transport have been provided surgical face masks or the following information: <https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering> | ✓ | Staff to be made aware that face masks are available for visits off site during working hours. | Low |
| **Contracting / transmitting Covid-19 – including the “Bubble” Model** | | | | |
| Parents and pupils travelling to school | * Parents/carers and pupils are encouraged to walk or cycle to the school where possible. | ✓ | Parents to be encouraged to walk or cycle where ever possible to reduce the use of public transport. | Low |
| * The school has considered how pupils arrive at school, and how to reduce any unnecessary travel on coaches, buses or public transport where possible.   Consider undertaking a parental survey on their typical mode of travel. Consider staggered start times to enable more public transport journeys to take place outside of peak hours. | ✓ | The majority of children live in the local area limiting the use of public transport. However, parents/carers will be reminded that they should limit public transport wherever possible. |
| * Families using public transport are referred to the safer travel guidance for passengers: <https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers> | ✓ | Parents/Carers will be reminded that they should limit public transport wherever possible. Guidance will be provided on our website. |
| Organising the school day | * Drop-off and collection times are staggered but these should not reduce the amount of overall teaching time. Specific arrangements are determined where parents/carers have children in different year groups. | ✓ | School will open slightly earlier at 8.30, and start times will be staggered. We will open an additional gate (vehicle gate) to the football area, meaning we will have 4 access points to school.  F1 8.50 start – 3.10 finish (reception gate)  F2 NC 8.40 start – 3.05 finish (Alley gate)  F2 WC 8.50 start – 3.15 finish (Alley gate)  Y1 8.30 start – 2.55 finish (Top gate Norton st)  Y2 8.30 start – 2.55 finish (Norton Street middle gate)  Y3 8.40 start – 3.05 finish (Top gate Norton Street)  Y4 8.50 start – 3.15 finish (Top gate Norton Street)  Y5 8.40 start – 3.05 finish (Norton Street middle gate)  Y6 8.50 start – 3.15 finish (Norton Street middle gate) | Low |
| * Parents/carers’ drop-off and pick-up protocols that minimise adult to adult contact are in place. Parents/carers are instructed not to congregate in groups on, or directly outside the school premises. | ✓ | 2 metre markings outside gates to ensure social distancing is in place. A member of staff on gates at the start/end of day to assist where necessary. |
| * Break times including lunch are staggered so that all pupils are not moving around the school at the same time. | ✓ | Both break times and lunch times will be staggered. Break times will not be set as each bubble will decide when they will have their breaks and will stay in their bubble. There will be 3 lunch settings in the hall, keeping bubbles together. Reception and years 1 & 2 will eat their dinners in their classrooms. |
| Foyer / Reception | * Consider marking the ground directly outside the front entrance with tape or temporary paint at 2 metre intervals and display instructional signage. | ✓ | Signage is in place at the main entrance gate and along the fence to ensure social distancing is in place. | Low |
| * Consider marking the floor of the foyer with tape at 2 metre intervals, and in doing so identify how many individuals (or pairs of individuals from the same household) can safely be present in the foyer at any one time.   Instructional signage is displayed.  Office staff to only allow this identified number into the foyer in at any one time – the front entrance door will need to be on the door entry control system if installed. | ✓ | Signage will be displayed on reception doors to limit access to 1 parent at any one time, they should call through if they need to speak to someone urgently. |
| * Existing reception screens are kept in the closed position wherever possible. Floor markings are installed if screens are not in place and there is no other barrier preventing the visitor approaching 2 metres from the receptionist. (Note that 1 metre distance is acceptable where screens are fitted) | ✓ | The glass hatch in reception area will be closed at all times. Signage will be put on the main reception doors, to limit to only 1 visitor in at one time. The school gates will be closed at all times, this meaning any visitors will have to buzz through to gain access. We can identify if they are required on site, or if we can deal with it over the phone to limit visitors. |
| Office  ([Reference](https://assets.publishing.service.gov.uk/media/5eb97e7686650c278d4496ea/working-safely-during-covid-19-offices-contact-centres-030720.pdf)) | * Consider splitting administration staff with staff working from home on alternate days. For larger teams fixing these splits (cohorting), so that where contact is unavoidable, this happens between the same individuals. | ✓ | The office team will be back to full capacity from September, however we will be limiting the number of other staff in the office. | Low |
| * The office layout has been examined such that workstations that are usable at the same time (i.e. 2 metres apart) have been identified.   If the proposed workstations are closer than 2 metres (but at least 1 metre) and the office activity needs to continue in this manner, all the following actions must be undertaken where possible to reduce the risk:   * + Further increasing the frequency of hand washing and surface cleaning.   + Keeping the activity time involved as short as possible.   + Using screens or barriers to separate people from each other.   + Using back-to-back or side-to-side working (rather than face to-face). | ✓ | Due to the size of the school office workstations have been identified being closer than 2 metres. Therefore, hand washing and surface cleaning will have to be more frequent. |
| * Hot desks are avoided where possible. Where not possible, workstations are cleaned in between use. | ✓ | Staff have been made aware not to hot desks, signs are also displayed on desks when vacant. |
| Meeting rooms | * Remote working tools (Teams, Zoom, Meet) are used to avoid in-person meetings where possible. | ✓ | Majority of meetings are now taking place by Teams or zoom tools and will continue to do so where possible. | Low |
| * Only absolutely necessary participants physically attend meetings and they maintain social distancing guidelines (2m, or 1m with risk mitigation where 2m is not viable). | ✓ | Meetings that are only absolutely necessary to be held in person will need to keep to the 2m social distancing guidelines. |
| * Pens, documents and other objects are not shared. | ✓ | No stationery will be shared. |
| * Hand sanitiser is provided in meeting rooms. | ✓ | Hand sanitiser will be made available. |
| * Meetings are held outdoors or in well-ventilated rooms whenever possible. | ✓ | Meetings if on site will always be carried out in a well-ventilated room wherever possible. |
| * For areas where regular meetings take place, floor signage is used to help people maintain social distancing. | x | The only large meetings taking place are the daily staff briefing where staff maintain social distancing, no floor markings are required. |
| Staff room | * Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.   Staff can continue to use the staff room if they apply social distancing measures:   * Identify seating that can be used 2 metres apart. Back to back seating is preferred. Tape off other seating. * Stagger staff breaktimes * Instruct staff not to congregate at the kitchen area. | ✓ | The amount of staff will be limited to 6 in the staffroom to ensure social distancing. Lunch can be taken at workstations to limit staff in staffroom. | Low |
| * Notices promoting hand hygiene and social distancing are visibly placed in the staff room. | ✓ | Signs to be put up in staff room to promote hand hygiene and social distancing. |
| Corridors | * Movement around the school site is kept to a minimum. Busy corridors, entrances and exits are avoided. Staggered break times and lunch times are considered as necessary. | ✓ | There will be no congregating in corridors by staff or pupils, ensuring social distancing is in place and to ensure there is no bubble mixing. The only time children can line up in the corridors is at dinner times, and moving to a class activity, which again each class year bubble would not mix. Movement around school is kept to a minimal, ensuring different bubbles are not passing each other in the corridors. | Low |
| * Consider one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors. | ✓ | Due to the corridors being narrow in the key stage 2 building, year 6 and 5 classes will have to be let out of each classroom separately by teachers. Other year groups and nursery are able to access playground and dinner hall with limited corridor access allowing for children not to pass each other. |
| Classrooms | * Small adaptations are made to the classroom to support distancing where possible. This include:   + seating pupils side by side and facing forwards, rather than face to face or side on.   + moving unnecessary furniture out of classrooms to make more space if necessary. | ✓ | Years 3 to 6 all classrooms are provided with desks facing forward and other classrooms have limited furniture, creating more space. | Low  Low |
| * There is no need for class sizes to be adjusted from the usual size.   Bubbles of an appropriate size to achieve the greatest reduction in contact and mixing are defined. These do not affect the quality and breadth of teaching or access for support and specialist staff and therapists. The following is noted:  Using small groups reduces the transmission risk but can restrict the normal operation of education and present educational and logistical challenges.  However, when using larger groups, the other measures from the system of controls become even more important. | ✓ | Each year group is a bubble, each class in each year bubble will try to minimise contact wherever possible. |
| * Ideally, adults maintain a 2-metre distance from each other, and from children. This is more important where staff need to move between groups.   This will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils’ educational and care support are provided as normal.  This is not likely to be possible with younger children however teachers can still work across groups if that is needed to enable a full educational offer.  Social distancing should be encouraged between pupils wherever possible if this doesn’t adversely affect learning. | ✓ | Wherever possible 2 metre distancing will be in place with adults. Face to face contact will be avoided and if close contact is within 1 metre of anyone then the time should be limited. The same rules apply to children, however this is more difficult with younger children. |
| * All teachers and other staff can operate across different classes in order to facilitate the delivery of the school timetable, however where they do so, social distancing becomes more important. | ✓ | All staff can move across different classes/bubbles to ensure the school is fully staffed. However where possible this should be limited to ensure if anyone was to develop coronavirus symptoms and tested positive this would then reduce the number of children, staff that would need to self-isolate. |
| * The bubble groups (pupils) do not mix with other bubble groups throughout the school day where possible. Wider groups are allowed for specialist teaching where necessary. | ✓ | Bubble groups with not mix with other bubble groups throughout the day. |
| * Classrooms are accessed directly from outside where possible. | ✓ | Wherever possible children will access their classroom directly from outside. This is not possible for years 5 and 6, however they do not need to go through the whole school to gain access to their classroom. |
| * Pupils occupy the same classroom throughout the school day where possible. Where unavoidably different groups of pupils use the same classroom at different times, the area is cleaned adequately in between their occupancy. | ✓ | Classrooms should not be used by other groups/bubbles. However, if the room was needed urgently then the classroom would need cleaning between each class. |
| * Pupils who routinely attend more than one setting on a part time basis have been identified and additional measures put in place as necessary. | N/A | N/A |
| Lunchtime arrangements | * A range of measures are considered and implemented to reduce the risk of transmission and contamination:   + Lunches are served and eaten within the bubble classroom   + Several lunch sittings are organised.   + The hall is zoned such that two or more groups may use it at the same time, with timings staggered so that different bubbles are not queuing whilst waiting to be served at the same time. Separate waste stations are provided. Social distancing between bubbles can be encouraged with the following measures: folding hall partition dividers, freestanding screens or floor markings. The ability of pupils to follow the social distancing rules has been taken into account within these measures.   + Midday Supervisors are allocated to the lowest number of consistent bubble groups.   + Suitable cleaning for infection control purposes is undertaken between any bubble groups usage of a space (mandatory). | ✓ | Lunchtime arrangements have been arranged as follows:  F1 11.25 - 12.00  Y3 & Y4 12.05 – 12.35  Y5 & Y6 12.45 – 13.15    The hall will be split down the middle to keep bubbles apart.  KS1 & F2 12.00 – 12.30 (dinners will be served in their classrooms)  Middays will be allocated to bubble groups, however it may be required that they have to work with other bubbles groups due to staffing numbers, this will be limited wherever possible.  All services will be cleaned thoroughly after each lunchtime sitting. | Low |
| Curriculum: Science and D&T | * CLEAPSS guides are followed as necessary:   + [P110 Practical activities in a bubble](http://primary.cleapss.org.uk/Resource-File/P110-Practical-activities-in-a-bubble.pdf)   + [P104 Managing hands-on activities in schools in locally locked down areas](http://primary.cleapss.org.uk/Resource-File/P104-Managing-hands-on-activities-in-schools-in-locally-locked-down-areas.pdf)   + [P112 Practical activities for children in locally locked down areas.](http://primary.cleapss.org.uk/Resource-File/P112-Practical-activities-for-children-in-locally-locked-down-areas.pdf) | ✓ | Guidance will be followed where science and art activities are taking place in class. These include keeping children seated, equipment should not be shared. Children and staff will need to wash their hands after each activity, services will need to be cleaned. Wherever possible activities will be taken outside. | Low |
| Curriculum: School Sport | * PE, sport and physical activity provided by schools to their own pupils under their systems of control can continue. This includes sports clubs or activities before or after school, in addition to their regular PE lessons.   Competition between different schools do not take place, in line with the local restrictions on grassroots sport. | ✓ | Outdoor activities including sports are encouraged daily. If this is not possible activities will take place in the large hall, and pupils will be kept in the bubbles at all times. | Low |
| * Outdoor sports are prioritised where possible, and large indoor spaces used where it is not.   Contact sports are avoided.  The school only provides team sports on the list available at [return to recreational team sport framework](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework).  Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing. | ✓ |  |
| * Distancing is maximised between pupils as much as possible during all activities. | ✓ |  |
| * Pupils are kept within their bubble groups. Multiple bubble groups may use outdoor space at the same time providing they is a significant distance from each other at all times and equipment is not shared. | ✓ | Pupils are kept in their bubbles at all times. |
| * Scrupulous attention is paid towards cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise.   Sports equipment thoroughly cleaned (or kept in quarantine for 72 hours) between each use by different individual groups. | ✓ | Additional cleaning has been put in place in the day to ensure touched services and toilets are cleaned more frequently. All equipment if shared with different bubbles should be cleaning frequently. |
| Curriculum: Music, dance and drama in school  [PHE Safer Singing Reference](https://www.gov.uk/government/publications/covid-19-suggested-principles-of-safer-singing/covid-19-suggested-principles-of-safer-singing) | * Music, dance and drama continues as part of the school curriculum, noting that there is an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place. | ✓ | Weekly live area band is at Mellers on a Thursday. Nottingham Music Service have provided their risk assessment and all guidance is being followed. | Low  Low |
| * Singing, wind and brass playing do not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained.   In smaller groups strict social distancing is observed. | ✓ | Area band is ongoing in school every Thursday where the Nottingham Music Services have provided a risk assessment ensuring all guidelines are being followed. |
| * Particular care is taken in all 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. Pupils should use seating where practical to help maintain social distancing. | ✓ | All guidelines are followed with regard to music and activities. |
| * Any background or accompanying music is kept to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, microphones are used to reduce the need for shouting or prolonged periods of loud speaking or singing. | ✓ | Music is kept at a reasonable level to ensure teachers do not have to raise their voices. |
| * Playing instruments and singing in groups take place outdoors wherever possible.   If indoors, a room is used with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. | ✓ | Playing musical instruments will take place in school, however guidance is followed. |
| * Shared equipment is avoided wherever possible. Name labels on equipment have been considered to help identify the designated user. Handling of music scores, parts and scripts is limited to the individual using them.   If instruments and equipment have to be shared, they are disinfected regularly.  Increased handwashing is undertaken before and after handling equipment, especially if being used by more than one person. | ✓ | Sharing of equipment is limited and would be disinfected if required. |
| * The number of suppliers when hiring instruments and equipment is limited. Hired equipment, tools or other equipment is cleaned on arrival and before first use. | N/A | N/A |
| School hall | * Large gatherings such as assemblies or collective worship with more than one bubble group are not undertaken. | ✓ | Assembly groups will be kept to minimal to ensure different groups of children are not together at one time. | Low |
| * Halls, dining areas and internal and external sports facilities for exercise may be used by single bubble groups with adequate cleaning between the groups. | ✓ | Only single bubble groups will use the halls at onetime for sports facilities. |
| Pupil toilets | * Wherever possible, individual groups of pupils (the bubble) are allocated their own toilets. This ideally would be their own toilet block. Alternatively, a set of cubicles and sinks could be divided into two where two classrooms share a single block and signage displayed (consider maturity of pupils in following these rules).   However, different groups don’t need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet. | ✓ | Teachers/Teaching Assistant will limit the number of pupils going to the toilet at one time. Most classrooms have their own toilets limiting the use by different bubbles. Toilets in the new build are on both floors therefore Years 3 and 4 share and years 5 and 6 share, again it is ensuring that only one from each class go at one time. Children are always encouraged to wash their hand thoroughly after using the toilet. | Low |
| Playground and school field | * The school makes use of outdoor spaces to support delivery of the curriculum – outdoor education can limit transmission and more easily allow for distance between pupils and staff. | ✓ | Lesson planning will include many opportunities for outdoor learning. | Low  Low |
| * The use of play equipment is examined, ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. | ✓ | Climbing frames will not to be used, any equipment used should be cleaned between groups. Limit sharing of equipment as much as possible. |
| * Pupils playing outside are encouraged to undertake non-touch activities wherever possible. Groups of pupils do not mix. | ✓ | Groups of pupils will not be mixed, and non-touch activities will be encouraged. |
| Lack of air changes / ventilation | * Mechanical ventilation systems have been adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply).   Further advice available [here](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm) (HSE) and [here](https://www.cibse.org/coronavirus-covid-19/coronavirus,-sars-cov-2,-covid-19-and-hvac-systems) (CIBSE). | N/A | N/A | Low |
| * Natural ventilation is used to help reduce the risk of spreading coronavirus: * **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** (note that this also has the benefit of reducing touch points). * **Opening external doors** where there are no security concerns and where it doesn’t create uncomfortable drafts. | ✓ | Good ventilation is encouraged at all times, window are opened daily in all rooms. |
| * To balance the need for increased ventilation **while maintaining a comfortable temperature**, the following measures should also be used as appropriate: * **Opening high level windows** in preference to low level to reduce draughts * **Increasing the ventilation while spaces are unoccupied** (e.g. before and after classes, during break and lunch) * Providing flexibility to **allow additional, suitable indoor clothing**. The school has a mindful and considerate approach with parents who have difficulty obtaining uniform items or are experiencing financial pressures. * **Rearranging furniture** where possible to avoid direct drafts. | ✓ | All internal classroom doors are opened to help with ventilation, as well as windows, where needed. |
| * Heating is used as necessary to ensure comfort levels are maintained particularly in occupied spaces. | ✓ | Heating is at a level to ensure comfort is maintained. |
| Breakfast and After School Clubs  ([Reference](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak)) | **From 8th – 29th March:**   * Parents and carers will only be able to access settings for certain essential purposes. Before and after school provision including allowed indoor and outdoor sports (see Sport section) to support pupil’s wider education is provided to: * vulnerable children and young people * other children, where the provision is:   + reasonably necessary to enable their parents and carers to work, search for work, undertake education or training **or**   + so that they attend a medical appointment or address a medical need, or attend a support group. | ✓ | Our breakfast club will open from 8 March 2021 and our Afterschool club will be open once we are fully staffed. | Low |
| **From 29th March:**   * **Outdoor provision** is made available to all children, without restrictions on the purpose for which they may attend. * **Indoor provision** is made available to: * vulnerable children and young people * children on free school meals, where they are attending as part of the DfE’s holiday activities and food programme * other children, where the provision is:   + reasonably necessary to enable their parents and carers to work, search for work, undertake education or training, or attend a medical appointment or address a medical need, or attend a support group. | ✓ | Outdoor and indoor provision will be made available to all pupils. We are continuing with our outdoor learning and we plan to start a number of clubs after school shortly. |
| * Schools keep children within their day bubbles where possible in these clubs. Siblings may be kept together. If it is not possible to maintain bubbles being used during the school day then small, consistent groups are used.   Decisions on group sizes in the setting are based on:   * the current government guidance on social distancing * the ability of the children in attendance to maintain social distancing and practise hand hygiene * the age of the children in attendance * nature of your activity or provision (for example, static, classroom set-up rather than an activity that requires a range of movement) * the size or layout of your premises * the ability to ventilate your premises effectively with fresh air | ✓ | We have regular children attending these clubs which are kept to small consistent groups. |
| * Where parents are using external childcare providers or out of school extra-curricular activities for their children, they are:   + advised to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible.   + encouraged to check providers have put in place their own protective measures   + sent the link to the [guidance for parents and carers](https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak) | ✓ | Risk assessment to be shared with all parents. |
| * Risk assessments / covid-safe procedures are requested from external bodies or organisations such as external coaches or after-school or holiday clubs. In doing so, the schools should ensure that they complement the school’s risk assessment measures and they have had due regard to any other [relevant government guidance](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19). | ✓ | Risk assessment is shared with external coaches and all staff. | Low |
| **Operational issues** | | | | |
| Availability of staff | * Trained staff are available to support pupil personal needs e.g. * lifting, use of hoists * intimate care * managing medical needs including medicines | ✓ | Staff have been fully trained to support children with personal needs. | Low |
| * Sufficient Physical Intervention trained staff are on site (see “other issues” below) |  |  |
| * Contingency plans have been explored in the event that key members of staff are unavailable to work e.g. they are self-isolating. | ✓ | Staff are being very flexible where needed, and agency staff are employed where area’s can not be covered. |
| Supervision | * Supervision ratios are met (for identified individual pupils) | ✓ | Full staffing will be in place therefore all supervision ratios are met. | Low |
| First Aid | * Adequate number of first aiders (FAW / EFAW) are on site. | ✓ | There will be adequate first aiders on site. | Low |
| * Adequate number of paediatric first aiders are on site. | ✓ | 6 staff in our early years team have the PFA first aid certificate. Early years risk assessment completed. |
| Catering | * Assurance has been obtained that the school’s catering provider complies with the [guidance for food businesses on coronavirus](https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19). | ✓ | All parents with children with medical needs will be contacted to ensure medication is in school. | Low |
| **Site Health and Safety Concerns (General)** | | | | |  |  | Schools catering is provided by Nottingham City Council, where we are assured they are compiling to guidance for food businesses on coronavirus. |
| Legionella | * Rarely used outlets have been identified taking into account current usage of taps. | ✓ | Site Manager to be informed of updated legionella processes, in reducing the flushing that is required. | Low |
| Fire Procedures | * Fire drills are undertaken as normal. | ✓ | Fire drills will continue each term as normal. | Low |
| * No changes are required to the fire evacuation procedures apart from the assembly point is organised with 2 metre social distancing between the bubble groups. (Social distancing is not *required* during the evacuation between anyone and between members of the same bubble group at the assembly point). | ✓ | Currently the fire evacuation procedures remain the same. However, it will be advised that each bubble social distance from other bubbles at the assembly points. |
| **Personal Health and Safety Concerns (General)** | | | | |
| Pupil Behaviour  ([Reference](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#annex-a-behaviour-principles)) | * The school behaviour policy has been updated to reflect current rules and routines, setting clear, reasonable and proportionate expectations of pupil behaviour.   These have been communicated to staff, pupils and parents/carers.  The consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions have been set out clearly at the earliest opportunity. This is particularly the case when considering restrictions on movement within school and new hygiene rules (see also SEND and welfare sections below). | ✓ | The school’s behaviour policy will remain the same, and will be reviewed if required. | Low |
| SEND pupils | * Individual pupil risk assessments are subject to regular reviews noting any behavioural changes with the pupil on site.   Staff working with pupils who spit uncontrollably should wash their hands than other staff. Face shields are considered as a possible control measure (contact your Safety Adviser).  Pupils who use saliva as a sensory stimulant or who struggle with hand hygiene may also need more opportunities to wash their hands. | ✓ | Where there is individual risk assessment in place for pupils, these will be reviewed to ensure the safety of the pupil and staff involved. | Low |
| * Pupils with SEND (whether with EHC plans or on SEN support) have been identified who need specific help and preparation for the changes to routine. Staff should plan to meet these needs, for example using social stories. | ✓ | Our Senco and staff ensure all childrens needs are met and that they are provided with the same curriculum as the other children. We work with families to ensure all needs are met. |
| * Equipment is identified that is used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment.   The ability to withstand cleaning and disinfecting between each use before it is put back into general use is determined. Where cleaning or disinfecting is not possible or practical, resources are:   * + restricted to one user   + left unused for a period of 48 hours (72 hours for plastics) between use by different individuals | ✓ |  |
| * 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. | ✓ | Full support will be provided for pupils with SEND, which can be provided in school. However if additional support was needed we would always seek this if needed. |
| Staff welfare and staff redeployment | * Governing boards and school leaders have regard to staff (including the Head Teacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. | ✓ |  | Low |
| * Schools have considered the potential concerns of staff who may be reluctant or anxious about returning to school and the right support is in place to address this. This may include staff who are in health categories, in BAME groups or families that have been personally affected.   The school has discussed their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. | ✓ | There will be concerns from staff that maybe anxious about returning, all BAME groups have been spoken with to reassure them that appropriate measures are being put in place.  Staff will be reminded that if they have any concerns that they can discuss them at any time with the School Business Manager, Headteacher. If further support is needed then Human Resources would be contacted to seek the best support needed. |
| * Telephone counselling services are available. | ✓ | Pam Assist is the Local Authorities school counselling service which all staff can access if required. 0800 882 4102. |
| * Appropriate support and contact is provided to staff who are home working, particularly for extended periods of time.   <https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips/> | ✓ | Regular briefings and staff meetings are online for all, and any concerns for staff are followed up, and appropriate support will be put in place. |
| * Teaching assistants may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher   Any redeployments are not at the expense of supporting pupils with SEND. | ✓ | If identified it may be that on occasions that teaching assistants may have to lead groups, or cover lessons. However we would always ensure they had direction and were supported if this was required. |
| * Managers have discussed and agreed any changes to staff roles with individuals. Planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE’s [workload reduction toolkit](https://www.gov.uk/guidance/school-workload-reduction-toolkit).   DfE has also published a range of resources, including [case studies to support remote education](https://www.gov.uk/government/collections/case-studies-remote-education-practice-for-schools-during-coronavirus-covid-19) and help address staff workload, this includes case studies on managing wellbeing.  Where staff have been temporarily redeployed to different roles, they have the appropriate skills, expertise and experience to carry out the work. | ✓ | If there were any changes needed to staff roles, this would be discussed with staff first to ensure an agreement was in place. |
| Pupil welfare and mental health support  ([Reference](https://www.gov.uk/guidance/teaching-about-mental-wellbeing)) | * Where pupils, parents and households are reluctant or anxious about attending school their concerns are discussed and reassurance provided on the measures you are putting in place to reduce any risks. Pupils may include those who:   + have themselves been shielding previously but have been advised they no longer need to shield   + live in a household where someone is clinically vulnerable (CV) or CEV   + are concerned about the possible increased risks from coronavirus * Pupils are identified who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them, putting particular emphasis on:   + disadvantaged and vulnerable children   + pupils who were persistently absent prior to the pandemic   + pupils who have not engaged with school regularly during the pandemic   Ref: [Wellbeing for Education Return](https://www.gov.uk/government/news/8m-programme-to-boost-pupil-and-teacher-wellbeing) programme | ✓ | Where there are concerns identified from pupils and parents we will ensure discussions, measure are put in place to help them feel reassured. | Low |
| * The school considers pastoral and extra-curricular activities to:   + support the rebuilding of friendships and social engagement   + address and equip pupils to respond to issues linked to coronavirus   + support pupils with approaches to improving their physical and mental wellbeing * Pastoral support is offered to pupils who are:   + self-isolating   + shielding   + vulnerable | ✓ | All measures will be put in place to ensure pupils feel supported in rebuilding friendships. Issues linked to coronavirus will be put in a manner not to confuse them or make them scared. Every step will be taken to help support pupils with improving their physical and mental wellbeing. |
| * The pandemic may lead to some pupils experiencing bullying, discrimination or harassment, for example due to their ethnicity or nationality, or perceived illness.   This is monitored and appropriate proactive and reactive measures taken. | ✓ | Bullying will never be accepted in school and would be addressed, the appropriate measures would be taken. |
| **Other Issues** | | | | |
| Remote Education | * Remote education plans are in place for individuals or groups of self-isolating pupils or because they are complying with clinical or public health advice. Pupils have access to remote education as soon as reasonably practicable, which may be the next school day.   The remote education provided is equivalent in length to the core teaching pupils would receive in school and includes recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently. As a minimum the following is provided:   * + Key Stage 1: 3 hours a day on average across the cohort, with less for younger children   + Key Stage 2: 4 hours a day | ✓ | Remote learning is in place if children need to self-isolate.  Immediate remote education would be in place if a class, or group need to self-isolate. Purple mash is in place as well as online teaching through teams. | Low |
| * Systems are in place for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern   A named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education is appointed. | ✓ | Staff are regularly checking pupils are taking part in online learning if they are at home. |
| Training certificates that have expired during the partial closure. | * Expired group and individual training certificates have been identified.   Some training may be available via virtual learning (Teams, Zoom, Meet)  Some refresher requalification training may be available via eLearning. | ✓ | All training certificates have been identified and these will be actioned before the start of the school term. | Low |
| * FAW or EFAW certificates that expired after 16 March 2020 can remain valid until 31 October 2020 or 6 months from date of expiry, whichever is later. All requalification training for these certificates should be completed by 31 March 2021.   The validity of current paediatric certificates first aid certificates which expired on or after 16 March 2020 can be extended to 25 November 2020 at the latest. | ✓ | All first aid requalification has been arranged and will be in place the first week of September. |
| * For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training. | ✓ | We have a trained DSL and deputy on site. |
| Incident Reporting | * A case of disease is recorded via the school’s incident reporting system and to the HSE (via RIDDOR) where a confirmed diagnosis of COVID-19 is likely to have been caused by an occupational exposure, that is, whether or not there is reasonable evidence that a work-related exposure is the likely cause of the disease.   <https://notifications.hse.gov.uk/riddorforms/Disease>  (Contact your Safety Adviser for advice) | ✓ | If a staff member was diagnosed as having COVID-19 which was attributed to an occupational exposure, this would be recorded on the incident reporting system. | Low |
| Safeguarding | * DSL or a deputy always available during school hours for staff. (Note the potential for school leaders to self-isolate) | ✓ | A DSL or deputy will always be onsite during school hours. | Low |
| * DSLs (and deputies) are provided with more time to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children’s social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. | ✓ | DSLs may require more time to deal with safeguarding and welfare concerns. However these will always be treated and responded to as a matter of urgency. |
| * If a vulnerable pupil is required to self-isolate, the school: * notifies their social worker (if they have one) * agrees with the social worker the best way to maintain contact and offer support * checks if a vulnerable pupil is able to access remote education support * supports them to access it (as far as possible) * regularly checks if they are accessing remote education | ✓ | Vulnerable pupils are identified and the appropriate support is put in place. |
| School Meals | * The school continues to provide free school meal support to pupils who are eligible for benefits related free school meals and who are learning at home during term time. | ✓ | Free school meal vouchers are provided for any pupil who may be isolating at home. | Low |
| Reviews | * Regular reviews are undertaken on the effectiveness of the control measures and plans and changes are made accordingly.   The school follows any forthcoming instructions from the employer, government advice, and national or local directions from Public Health England. | ✓ | Regular reviews of the controls in place will be discussed in SLT meetings as well as staff briefings, this is to ensure changes can be made if needed. | Low |
| * Updates are highlighted on the risk assessment and shared with staff. | ✓ |  |

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| **Are there any other foreseeable hazards associated with Covid-19?** | | **Yes**  **No** | |
| **Additional Hazards** | **List any additional control measures required** | | **Residual**  **Risk rating**  High, medium, low |
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| **Reference Websites:**   * [www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings](http://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings) * [www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak](http://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak) | | |
| **ASSESSED BY (Print name)**  Jo Travis | **SIGNED** | **DATE**  04.3.2021 |