

School Covid 19 Risk Assessment – September 2020

This risk assessment tool can be used as a template for your own school covid risk assessment in readiness for the new school term in September. All Community and Voluntary Controlled schools must submit its completed risk assessment for verification by the local authority's H&S Service. Please send your risk assessment to schoolhealthandsafety@wiltshire.gov.uk and await confirmation that it has met the required standard. For many schools, you may be able to re-use information from the your existing covid risk assessment but we have highlighted new or amended parts of the template in GREEN for your convenience. You should remove this highlighting in your final document.

If you need specialist Public Health advice to help make local interpretation of any part of the guidance regarding transmission risks, please contact publichealth@wiltshire.gov.uk

All risk assessments must meet the required standard prior to schools opening in September. Please add appropriate contact details if you anticipate that correspondence will be necessary outside of term-time in order to achieve this.

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| Name of School | Brinkworth Earl Danby's CE Primary (Upper School) |
| Name of Headteacher | Laura Hilliard |
| Assessment completed by | Laura Hilliard |
| Assessment date | 14.07.20 |

This risk assessment template sets out the measures that may be used to maintain a safe environment for all occupants and visitors to the school/setting and to reduce the transmission risk of covid-19 coronavirus as far as is reasonably practicable. Particular attention must be given to those at greatest risk including vulnerable groups, pregnant women, and those with underlying health conditions; and to new staff and pupils who may be unfamiliar with the site.

Use the template to prepare a specific risk assessment for your school/setting. It must be kept under review and updated accordingly.

Useful links:

Government guidance for full opening of schools can be found [here](#)

Government guidance for after school clubs and other out of school settings can be found [here](#)

Right Choice Coronavirus Resources are available [here](#).

Science teaching Coronavirus advice is available from CLEAPSS [here](#)

Design Technology Coronavirus advice is available from CLEAPSS [here](#)

Physical Education Coronavirus advice is available from AfPE [here](#)

Where separate risk assessments are required for specialist situations as set out in the template below, these do not need to be submitted to the local authority but should be available for scrutiny from LA or HSE enforcement officers. All community and voluntary controlled schools must submit a completed risk assessment to:

| RISK | CONTROL MEASURES TO CONSIDER | LOCAL APPLICATION OF MEASURES |
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| 1. Maintaining distancing and reducing contact – entrance and exit routes | | |
| <p>Numbers arriving simultaneously on school transport impede the means to distance or reduce contact, and impede effectiveness of staggered start/finish times of school day</p> | <ul style="list-style-type: none"> • Arrange separate 'holding' areas for each group to minimise contact (ideally these should be outside if weather permits) • Encourage parents to make other arrangements for travel to/from school other than school transport. • Staff on duty to supervise • Signage at school transport pick up/drop off point | <p>Drop off – am – parents drop off at school gate – pupils met by a member of staff - pupils to stand on the marked spots until told to enter the classroom via the marked entrance for their class.</p> <p>Control measures sent to parents.</p> <p>Individual class 'bubble' letter sent giving specific information for their child's bubble.</p> <p>Staggered starts and ends to the day.</p> <p>Markers on the floor (survey paint) to wait</p> <p>Each group to use the ramp door on entry at agreed staggered drop off times.</p> <p>One parent/ carer advised to drop off/meet – using entrance at the top of the playground and exiting via the gate at the bottom of the playground.</p> <p>Am – A member of staff to meet.</p> <p>Pm – class teacher to supervise</p> <p>Awareness of families who have children at both sites.</p> <p>Spacing designated on each site to ensure social distancing.</p> <p>Provision for specific families (Behaviour/SEND etc)</p> <p>Pupils arriving on bus/ taxi – to wait on designated markers until able to enter the building.</p> <p>Pupils leaving on the bus/ taxi to be supervised by their class teacher until the transport arrives.</p> <p>Request information from parents regarding transportation choices.</p> |

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| <p>Numbers of parents and children at entrances and exits impede social distancing.</p> | <ul style="list-style-type: none"> • Instructions for parents/carers on distancing rules on site. • Staggered start/finish times for different groups. • Markers on floor for children and parents to wait. Ensure markings do not create slip/trip hazard • Use of different entrances/exits for different groups. • Only one parent/carer to accompany child. • Staff on duty to supervise. • Signage. | <p>Control measures sent to parents</p> <p>General information letter sent to parents</p> <p>Individual class letter sent to parents giving specific 'bubble information</p> <p>Staggered starts/ finish times for groups – 10 minutes apart</p> <p>Markers (survey paint) on the floor to wait</p> <p>Each group to use the ramp door (entry into school) or their external door (exit)</p> <p>One parent/ carer advised to meet.</p> <p>Am – A member of staff to meet.</p> <p>Pm – class teacher to supervise</p> <p>Awareness of families who have children at both sites.</p> <p>Defined two metre spacing will be designated on each site for parent to wait at to ensure social distancing</p> <p>Provision for specific families</p> |
| <p>Changes to school routine cause vehicular and pedestrian traffic management issues.</p> | <ul style="list-style-type: none"> • Encourage parents to walk/cycle to school with children. • Stagger drop off / pick up times. • Minimise vehicles on site • Review traffic management risk assessment where changes to start/end of day apply. • Staff on duty to supervise. | <p>Split site makes walking/ cycling challenging for some.</p> <p>LA transport to support agreed families</p> <p>Parents encouraged to walk/ cycle where they can</p> <p>Staggered start/ finish will reduce traffic close to the site</p> <p>Staff who can walk will do so – many live well away from the site.</p> <p>Head teacher will monitor the AM and Pm pick up/ drop off.</p> |

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| 2. Maintaining distancing and reducing contact – internal areas and play areas | | |
| <p>Pupil numbers and room sizes impede the means to reduce contact</p> | <ul style="list-style-type: none"> • Where practical, arrangements will aim to reduce contact and maximise distancing between pupils and staff; and between staff themselves. • Pupils will reduce contact by being grouped together. For primary schools this is likely to be in class sized groups. For secondary schools this may be in up to year sized groups. • Record the names of pupils in each group, and any close contact that takes places between children and staff in different groups. • Remove excess furniture to safe storage areas to increase space. • Desks to be spaced out as far as possible but do not impede fire escape routes and exits. • All desks to face forward with pupils sat side by side. • Floor markings to illustrate 2m areas around teaching positions. • Children to remain at their desks when in the room. • Children to use the same desk each day. • Lessons planned for individual work as opposed to close group work. • Distancing and reducing contact to be explained to children with regular reminders. • Signage/Posters in each classroom. | <ul style="list-style-type: none"> • Pupils to be arranged in class bubbles. All bubbles to be taught by the same teacher(s) and TA(S) during the week taking job shares into consideration – movement to be minimal. • Excess furniture removed where possible. • Desks placed in rows. Children sit side by side • Children will sit at the same desk every day – clear seating plan • Social distancing encouraged – lessons on behaviour and social distancing for all pupils in the first week and on going as needed. • Space around white board to ensure 2m distancing. Floor markings to demarcate this. • Class registers taken daily. Any small group interventions to be registered for close contact. • Staff to plan lessons for individual work • Staff to plan in regular lessons/ reminders for social distancing reminders. • Floor markings showing 2m distancing on the floor in corridors with arrows showing direction. • Signage and posters to be put in every classroom and on the playground • Outside areas to be timetabled to allow staff to choose outdoor activity where |

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| | <ul style="list-style-type: none"> Consider the use of school grounds / local environment to extend the range of teaching spaces available Staff to supervise and enforce measures. The wearing of any PPE is not considered a necessary control measure except where set out specifically in this risk assessment for first aid or medical attention needs. Ventilation improved where practicable by having windows open. | <p>possible. Staff to agree lessons in advance, identify resources used.</p> <ul style="list-style-type: none"> Kitchen staff to re-evaluate working practice to support social distancing. Staff training in advance to ensure staff know what they have to do in school. PPE pack given to every member of staff to be used only for first aid or medical need. Doors and windows to be kept open where possible to aid good ventilation. |
| <p>Number of pupils and staff moving around the school impede the means to distance and reduce contact in corridors and other communal spaces</p> | <ul style="list-style-type: none"> Minimise movements of whole groups and individuals outside of the classroom. Use of a one-way system around the school. A 'walk on the left' policy if one-way not practicable. Consider using the pathways around the perimeter of the building to assist with circulation (weather and site layout dependent). Lane markings on floor and distancing markings in areas where queuing is likely. Areas not in use to be closed off (not escape routes). Children to keep coats, bags, lunchboxes etc with them in the classroom (under desks) or in suitable storage area. Signage. School assemblies to be completed electronically | <ul style="list-style-type: none"> Children to remain in their classroom during the day, using the external exits. One bubble only to be moving around the school as needed. Corridors marked with walk on the left arrows. 2m markings to remain in corridors throughout the school where queuing is likely External classroom doors to be used where possible. Areas not in use to be closed off (Aspen Room – intervention work only) Children to keep their coats/ lunchboxes on their designated hanger in the cloakroom for their individual classes. Each classroom has their own separate cloakroom area. Adults to ensure only one child uses the cloakroom at a time. |

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| | <ul style="list-style-type: none"> • Acts of worship and other typically communal events to take place in groups (not whole school) | <ul style="list-style-type: none"> • Children to have their own zipped wallet for school resources. This will be kept on their desk. • Class collective worship will take place. Any school assembly will take place electronically. No whole school collective worship. |
| <p>Number of pupils and size of space impede the means to distance and reduce contact when using toilets</p> | <ul style="list-style-type: none"> • Apply a maximum number of pupils in toilet rule to maintain distancing and reduce contact. • Where practicable avoid different groups using the same facilities at the same time. • Distance markings on floor in queuing area | <ul style="list-style-type: none"> • One class in the toilet area only – social distancing encouraged whenever possible. • One class at a time will be able to use the toilets – staggered lunch and break times. • Corridor area marked with 2m spacings. |
| <p>Number of pupils and available space impede the means to distance and reduce contact at breaktime and lunchtime</p> | <ul style="list-style-type: none"> • Staggered break and lunch times. • Allocated play areas for each group. • Consider zoning of play areas using markings / cones to reinforce distancing. • Limit use of outdoor play equipment to designated groups at fixed periods • Games which encourage distancing and reduce contact. • Staff supervision to maintain standards. • Any crockery/cutlery used must be cleaned thoroughly. • Catering contractors and other food provision has been subject to specific risk assessment. | <ul style="list-style-type: none"> • Breaktimes and lunchtimes staggered. Break times to be timetabled individually. Children will wash their hands before snack. • Each bubble has a designated play area – EYFS – playground/Y1 – own play area/Y2 playground at separate time to FS. • Each class to have its own play equipment which encourages social distancing – ankle hoops, skipping ropes etc • Staff to be vigilant to ensure social distancing • Snack to be eaten at table once tables wiped down before and then after snack • TA working in class to oversee own class break and to have a break before/after <ul style="list-style-type: none"> 10.15-10.30 10.30-10.45 10.45-11.00 • Lunches to be served in the classroom |

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| | | <ul style="list-style-type: none"> • Children to wash their hands, eat their lunch then remain in their seat until taken out to supervised break to maintain social distancing/ pupil bubbles. • Tables to be wiped down before and after lunch • Teacher/TA oversee own class during lunchtime |
| <p>Number of staff and size of staff rest spaces impede the means to distance and reduce contact</p> | <ul style="list-style-type: none"> • Removal of furniture to create more space. • Removal of communal equipment (mugs etc) • Staggered break times for staff. • Repurpose unused spaces for additional staff rooms. • Staff toilets to enforce 2m distancing. | <ul style="list-style-type: none"> • Smiley face shown if adult in so only 1 adult in the staff room at a time • Staff to use hand sanitiser/ wash hands on exit and entry to each room • All staff own mug – must put in dishwasher every day – excess packed away • Detergent wipes by key equipment (eg photocopier) and each staff member is responsible for cleaning down after use. |
| <p>3. Hygiene and Cleaning</p> | <p><u>Guidance on cleaning non-healthcare settings</u></p> | |
| <p>Cleaning staff levels are insufficient to deliver enhanced cleaning regime.</p> | <ul style="list-style-type: none"> • Confirm available cleaning staffing levels before wider opening. • Use of contractors or other school staff for additional cleaning. • Agree the new cleaning requirements and additional hours for this. • PPE to be worn by cleaning staff as dictated by risk assessment. | <ul style="list-style-type: none"> • Clear guidance to Direct Cleaning • Staff to ensure the classroom is as tidy as possible with surfaces free/equipment put away • Use of Hall for FS only • Toilet and sinks cleaned throughout day by staff • Aspen room only used if needed and resources limited • Resources to be cleaned by teaching staff at the end of the day then left before next group use them. EYFS children to have warm soapy water with activities to clean during the day. |

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| <p>Insufficient handwashing and hygiene facilities increase the risk of transmission.</p> | <ul style="list-style-type: none"> • Children to handwash on entry to school, before and after each break and lunch, on changing classrooms, leaving school and after using toilet. • Ensure supplies of suitable soap. Skin friendly cleaning wipes can be used as an alternative • Extra signage to encourage washing hands. • Ensure help is available for children who cannot clean their hands independently. • Hand gel dispensers at strategic locations around the site to complement handwashing facilities. • Supplies of tissues and lidded bins in each teaching space and classroom. • Promotion of the 'Catch it, Bin it, Kill it' campaign to pupils and staff. • Resources are rotated or left to de-contaminate for 48 hours (or 72 hours if plastic) if being used by different groups. | <ul style="list-style-type: none"> • PPE worn by cleaning staff as directed by Direct Cleaning • Hand gel dispensers outside each classroom. • Hand gel available outside. • Also in HT office/ admin office/ staffroom. • Children to hand wash on entry to school. Further handwashing before and after break, before and after lunch, at the end of the day, after using the toilet. • Activities & posters to remind everyone. • Tissues in each child's tray. Individual bins next to each child. • Lidded bins available in all cloakrooms • Uniform to be washed regularly, PE kit to be worn all day on PE days. • Soap available in the classroom and toilet areas. • Promotion of the 'Catch it, Bin it, Kill it' campaign to pupils and staff through posters and teaching • Resources are rotated or left to de-contaminate for 48 hours (or 72 hours if plastic) if being used by different groups. |
| <p>Exposure to new hazardous substances (products)</p> | <ul style="list-style-type: none"> • COSHH assessment to be carried out for any new cleaning/sanitising products in use. • Additional cleaning staff to be made aware of the COSHH risk assessments. • Appropriate storage of hazardous substances. • Material data sheets to be made available for new and existing products. | <ul style="list-style-type: none"> • COSHH regulations followed by all staff. • Normal cleaning materials to be used. • Hand gel to be noted. • COSHH paperwork to be kept for any new cleaning products brought onto site and regulations followed rigorously. • Cleaning substances to be kept locked away. |

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| | | <ul style="list-style-type: none"> Staff to know how to obtain additional cleaning products as needed. |
| 4. Site and Buildings | DfE Guidance on school premises management | |
| Visitors/contractors/suppliers on site increase the risk of transmission. | <ul style="list-style-type: none"> Site visits only by pre-arrangement. A record of some visitors must be kept for 21 days specific guidance 2m exclusion zones/markings in Reception areas. Information/signage for visitors informing them of the infection control procedures. Deliveries and visits outside of school opening hours where possible. Provision of hand sanitiser at main school entrance. Process for the acceptance of deliveries required i.e. area where deliveries can be safely left. | <ul style="list-style-type: none"> Visitors to site by prior appointment only. 2m distancing marked in admin areas Signage at the school gate for visitors/deliveries. All deliveries to be organised outside school hours where possible. Clear signage for deliveries where they have to be during the school day. Hand gel at school entrance. Deliveries to be left outside the school office. Any visitors on site will be required to leave contact details for 21 days. Information to be kept securely in the admin office. |
| Changes affect normal emergency procedures. | <ul style="list-style-type: none"> Review of fire assembly points to accommodate reduced contact and distancing where practicable. Fire drill practice to train new arrangements. Other contingency emergency plans to be reviewed including lockdown procedures, major disruption through loss of services, gas leak etc. | <ul style="list-style-type: none"> Clear instructions for staff and pupils on emergency evacuation procedures – social distancing at all times. Spots on the playground for fire assembly points. Regular fire drills to reinforce the new procedures. Current plans make it difficult to move all children & staff to the Upper School site. Pupils will need to be moved to the recreation area where parents can pick them up if there is a major disruption during the day. Revise current emergency plans – can no longer remove children to Lower School |

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| Site security is compromised by new arrangements. | <ul style="list-style-type: none"> • Normal security standards will apply, doors which may be used for drop-off/pick up should then be closed during the school day (and locked if not fire doors). • Additional ventilation via open doors and windows should not occur in unoccupied parts of the site. | <ul style="list-style-type: none"> • External door to admin area and car park external door to be kept securely closed • School gates to be closed during the day. • Open external doors only when the classroom is occupied. |
| Building checks not taken place | <p>All usual building checks are to be undertaken as normal including flushing of water outlets, schedules of preventative maintenance, portable appliance testing and asbestos monitoring.</p> | <ul style="list-style-type: none"> • All compliance checks to continue as per usual timetable • Caretaker to continue to complete daily/ weekly/ monthly checks as agreed. |
| 5. Equipment and furniture | | |
| Shared play equipment increases the risk of transmission. | <ul style="list-style-type: none"> • Individual items of play equipment and other shared items used for teaching are to be cleaned between each use by each group. | <ul style="list-style-type: none"> • Outdoor play equipment not to be used until guidance allows. Information to parents. • Soft toys and difficult to clean play equipment to be removed. • PE equipment to be timetabled to ensure adequate time for cleaning and non use between each group |
| Shared equipment, fittings and resources increase the risk of transmission. | <ul style="list-style-type: none"> • Handwashing before and after each lesson. • Remove unnecessary items from the classrooms and store elsewhere. • Cleaning regime for door handles, press to exit buttons, communal surfaces. • Children asked to bring in own stationery or have allocated, named, packs of stationery per child. • Resources and surfaces to be cleaned each night. | <ul style="list-style-type: none"> • Regular handwashing by children and staff. (See above) • All unnecessary equipment to be removed from the classrooms. Storage furniture to be turned around where it cannot be moved from the classroom. • Staff/cleaners to clean door handles, exit buttons in their area. Nominated staff to clean communal areas. • Individual zipped wallets for each child having school equipment. Pencil cases, book bags not to be brought in. |

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| | <ul style="list-style-type: none"> Lessons planned so sharing of resources in minimised. | <ul style="list-style-type: none"> Cleaners to clean each classroom – staff to ensure areas are kept clear to enable cleaning. Reading books to be kept in school. Teachers to inform parents at the end of each week to share progress. Home reading books exchanged weekly. Lessons agreed between staff & timetabled to facilitate any sharing of resources |
| Increased manual handling tasks increase the risk of musculoskeletal injuries. | <ul style="list-style-type: none"> Staff must not attempt to move large or heavy items unless they are fit to do so. | <ul style="list-style-type: none"> Staff must ask for help from the caretaker. Staff must not move heavy equipment on their own. Staff must use 3 step ladder to remove soft furnishings from the walls (drapes) or ask for the caretaker to remove them. |
| 6. Health and Wellbeing | | |
| Inadequate staffing levels create supervision or safeguarding issues. | <ul style="list-style-type: none"> Carry out an audit of all staff availability and review it regularly. Introduce a process for staff to inform you if their health situation changes. If there is a shortage of teachers consider use of suitably qualified TAs to lead a group and maintain ratios. Use of staff from other schools (by agreement). | <ul style="list-style-type: none"> Audit of staff undertaken. Attendance register of staff taken regularly. Staff to continue with the agreed procedure for contacting the headteacher if unwell. Regular school staff to be used to support teaching – HLTA's/ cover supervisors. |
| Vulnerable / Extremely vulnerable children at higher risk of infection. | <ul style="list-style-type: none"> Parents should follow current medical/government advice if their child is in this category. | <ul style="list-style-type: none"> Parents advised to follow medical advice for their children. Parents to give any necessary information to the admin office. |
| Person becomes unwell with Covid-19 symptoms in school | <ul style="list-style-type: none"> Move to a pre-designated room where person can be isolated, with adult supervision if a child. | <ul style="list-style-type: none"> Any ill person to be moved to the HT office. Child to be supervised by one member of staff (usually class TA). |

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| | <ul style="list-style-type: none"> • Ventilate the room if possible. • PPE should be worn if contact is required. • Inform parent/carer to arrange collection. • Cleaning regime after each usage of the space. • Follow the advice from health protection team | <ul style="list-style-type: none"> • Room to be ventilated. • PPE to be worn • Parent to be informed and must collect their child as quickly as possible. • Deep clean of office/ classroom after child has gone home. • Follow PHE advice following a person becoming ill with covid-19 symptoms. • Additional PPE to be kept in HT office. |
| <p>Outbreak of Covid-19 within the school (defined as more than two confirmed cases within a fortnight)</p> | <ul style="list-style-type: none"> • Senior leaders have awareness of the PHE “local outbreak management plan” • Local school management plan is in place and relevant staff have been made aware • Remote education plans in place | <ul style="list-style-type: none"> • Senior leaders to take advice from PHE if two or more cases of Covid19 are identified. • An agreed management plan is in place should an outbreak occur. • Remote learning plan to immediately begin. |
| <p>Staff wellbeing affected by the working experience.</p> | <ul style="list-style-type: none"> • Staff risk assessment tool being used to assess those in higher risk groups. • Staff aware of risk assessment process and able to contribute. • Staff meetings and communication. • Defined wellbeing support measures for staff. • Designated staff rest areas. | <ul style="list-style-type: none"> • Staff risk assessment tool used and higher risk staff/ volunteers identified. • Staff have been involved in the risk assessment process • Governors and parent governors have been informed of the risk assessment tool. • Staff to contact the head teacher if they have any worries/ concerns. • Staff to ensure they take their breaks as agreed. • Staff to ensure that they know of well being telephone lines/ websites for support. • Staff meetings to be held electronically where social distancing cannot take place. Small meetings – no more than 2 or 3 |

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| | | <p>adults can take place in a well ventilated space.</p> <ul style="list-style-type: none"> • Staffroom available to staff and Aspen room where possible. |
| <p>Volunteer wellbeing affected by the working experience</p> | <ul style="list-style-type: none"> • Volunteers will be treated in the same way as school staff and provided with the same information, instruction, training and equipment. • Volunteers will be included in regular communications and be given the opportunity to feedback any concerns. | <ul style="list-style-type: none"> • Volunteers will not come into school for Term 1. • When volunteers are invited into school the above measures will be put in place to support their health and well being. • 2 volunteers have already been identified by the risk assessment tool as being extremely high risk. This will be discussed with each volunteer at the beginning of term 1. |
| <p>Pupil wellbeing is impacted by the current situation causing physical and mental ill health. School Effectiveness guidance on Right Choice</p> | <ul style="list-style-type: none"> • Children to have allocated teacher and TA where possible. • Reduced time in school to ensure transition from home to school is successful. • Curriculum to support children's well-being. • Provide opportunities to talk about their experiences/concerns. • Pastoral activities. | <ul style="list-style-type: none"> • Teacher and TA designated to each 'bubble'. • Discussion with parents for pupils who find the transition to school difficult – individual plans agreed. • PSHE activities planned in daily for the first weeks. • ELSA TA's on site. |
| <p>First aid provision</p> | <ul style="list-style-type: none"> • Ensure all staff know First Aiders on site if less than normal. • If provision is less than usual, minimise hazardous activities which may result in injury. • Ensure a supply of PPE is available for provision of first aid and use and dispose of accordingly. | <ul style="list-style-type: none"> • All staff are first aid trained. Designated staff are paediatric first aid trained. • Usual first aid kits in each classroom. Larger kit in the admin office. • Medication to be stored safely in each classroom to minimise movement around the school. • PPE available in each classroom. |
| <p>Pupils with special medical needs (administering medication)</p> | <ul style="list-style-type: none"> • Required number of competent staff on site | <ul style="list-style-type: none"> • Currently, one child requires an auto injector on this site. The school nurse is |

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| | <ul style="list-style-type: none"> • Staff training up to date • Alternative arrangements in place if staff training/competence has lapsed. | <p>giving annual update training to key staff in the second week of September following her update training.</p> <ul style="list-style-type: none"> • All staff have been given the update paperwork and will have completed this before the start of term. Certificates will be kept in the admin office. • Auto injector medication will be kept in the admin office as agreed with parents. |
| <p>1:1 teaching, physical restraint and children with SEND or EHC plans are adversely affected by the current situation.</p> | <ul style="list-style-type: none"> • Individual risk assessments of children with behavioural difficulties. • Ensure a supply of PPE is available based on need. • Reduced timetable or consideration of other solutions if child's behaviour puts staff at risk. • 1:1 teaching to be done with reduced contact. | <ul style="list-style-type: none"> • Revised behaviour plan drawn up. • Parents given clear reminders that poor behaviour will not be tolerated. • Risk assessment with parent for any child with poor behaviour. Agreed protocol to be put in place. • 1:1 teaching at 2m distance. Additional guidance given – specific space to work, equipment identified, collection of child, cleaning of space after intervention • PPE available in all classrooms. |
| 7. Risk assessments and Policies | | |
| <p>Standard risk assessments do not take account of additional covid-19 risks</p> | <ul style="list-style-type: none"> • Ensure all work environments and teaching/learning activities have been subjected to risk assessments in line with conventional H&S requirements. • Review and where necessary update all risk assessments with additional control measures to counter any significant infection transmission risk • Pay particular attention to curriculum areas and activities being resumed for the first time since school restrictions were introduced | <ul style="list-style-type: none"> • All risk assessments to be reviewed before the start of term to ensure they comply with Covid19 guidance as well as H&S requirements • Add any control measures to all risk assessments • Review all curriculum risk assessments in line with covid19 guidance • Review the residential that is due to be taking place in term 1 – keep under constant review. |

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| | <ul style="list-style-type: none"> • LoTC activities are restricted to non-residential activities and are subject to the usual process of risk assessment and authorisation. • One-off activities such as PTA and other fundraising events, firework displays etc will be subject to separate risk assessment. • Lettings of facilities will be subject to separate risk assessment. • School clubs, Breakfast clubs and after-school provision are subject to a separate risk assessment. • Behaviour policy amended to reflect covid-19 protocols. | <ul style="list-style-type: none"> • No off site LoTC currently being undertaken in T1. Any that do need to follow usual school LA procedures. • No PTA activities anticipated. Any that do will need to follow usual procedures and risk assessments. • External clubs will be required to produce a separate risk assessment taking into account the school risk assessment for covid 19. • The behaviour policy has been amended following the LA advice. |
| 8. Monitoring | | |
| <p>Control measures set out in this risk assessment do not prove effective</p> <p>Levels of compliance are inadequate</p> | <ul style="list-style-type: none"> • Named school staff will monitor the application and effectiveness of the control measures set out within this risk assessment, and the level of compliance by staff, visitors and pupils • Non-compliance will be addressed immediately • Regular communication with staff on the outcomes of the monitoring • LA H&S Advisers are able to visit the school site to assess compliance | <ul style="list-style-type: none"> • The HT/ DHT will continue to monitor the control measures in this risk assessment • The HT/ DHT will ensure that all stakeholders are aware of the risk assessment and monitor the level of compliance. • The HT/ DHT will address non compliance first through reminders and then through further means as necessary. • The HT/DHT will remind and inform all stakeholders of compliance regularly at meetings. |
| 9. Other risks – specific to your school | | |

| RISK | CONTROL MEASURES TO CONSIDER | LOCAL APPLICATION OF MEASURES |
|---|--|---|
| <p>Please add details of any other relevant covid-19 risks presented by circumstances that are relevant to your school site and activities but are not covered by Items 1-8.</p> <p>Also add activities such as swimming and indoor gyms as and when restrictions are lifted.</p> | <p>As we are a split site school, every attempt has been made to ensure that separate bubbles are maintained throughout.</p> | <ul style="list-style-type: none"> • Online staff meetings • HT & DHT based on separate sites – DHT based at Lower School. HT based at Upper School but will need to attend Lower School once per week. HT has a separate office at Lower School to minimise the impact of movement. • Subject lead roles mirrored on each site • Limit staff required to be on each site • One member of staff only drives the school lunch van.. |

I confirm that the above is a suitable and sufficient risk assessment based on current information. The risk assessment will be reviewed on a regular basis and whenever anything significant changes. All relevant parties will be informed of the outcomes of this risk assessment.

| | | |
|---|---------------------------|-------------------------|
| Name of Headteacher | Laura Hilliard | |
| Signature of Headteacher | | Date: 03.08.2020 |
| Name of Chair of Governors / Trustees | Ella Morgan | |
| Signature of Chair of Governors / Trustees | | Date: 03.08.2020 |
| Date of review | Week Beginning 24.08.2020 | |