

Risk Assessment – Covid-19 (Spring Term Reopening) v2.2		3rd January 2021	The Galfrid School
Responsible Person	Claire Macfie, Headteacher		
Other Persons Involved	Facilities Manager, Site Supervisor, Chair of Governors		
Guidance Material Considered	<ul style="list-style-type: none"> • National lockdown Stay at Home guidance (14 January) • DfE Actions for Early Year and Childcare Providers During the Coronavirus (COVID-19) Outbreak (7 January) • Restricting attendance during the national lockdown: schools (2 February) • DfE Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak (2 February) • BFIS Guidance for Offices and Contact Centres (7 January) • DfE Face Coverings in Education (8 January 2021) • Safe working in education, childcare and children's social care (14 December 2020) • Rapid asymptomatic Coronavirus testing for staff in primary schools (18 January) • NHS - Test and Trace – How it works (11 January) • PHE - COVID-19: cleaning in non-healthcare settings outside the home (16 October 2020) • CLEAPSS - COVID-19 guidance re science, design and technology • AfPE – Coronavirus guidance and support re school sport • OEAP – Coronavirus guidance re educational visits • Music Mark – Guidance for Schools and Music Providers 		

Details	
<p>Covering staff and pupil H&S and completion of key compliance tasks during the Covid-19 pandemic, for the reopening of schools in Spring 2021 and for those staff who will work from home.</p> <p>To minimise the risk of infection to all persons, the following system of controls has been applied by the school</p> <ol style="list-style-type: none"> 1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school 2) Where recommended, the use of face coverings in schools 3) Clean hands thoroughly more often than usual 4) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach 5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach 6) Minimise contact between individuals and maintain social distancing wherever possible 7) Where necessary, wear appropriate personal protective equipment (PPE) 8) Always keeping occupied spaces well ventilated 9) Engage with the NHS Test and Trace process 10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community 11) Contain any outbreak by following local health protection team advice 	<p>Are Control Measures (Y, N, N/A)?</p>

- Numbers 1 to 5 and number 8 are in place in all the time.
- Number 6 is carefully considered with suitable management strategies deployed that account for the specific operating characteristics of the school. Details of which are included in this risk assessment.
- Number 7 applies only in specific circumstances.
- Numbers 8 to 10 are followed in every case where they are relevant.

Hazard	Who is at Risk	How Can the Hazards Cause Harm	Control Measures Currently in Place	In Place?	Residual Risk Acceptable?
Infection Control (people)	Staff, Pupils, Visitors	Staff contracting COVID-19	<ul style="list-style-type: none"> • An individual RA is available for those who feel they may be at higher risk from infection. Individual risk assessments updated • Clinically extremely vulnerable staff can continue to work as normal at all COVID alert levels unless in receipt of specific written instruction to shield from a medical practitioner. 1 member of CEV staff. • Any staff who are not required in school and can continue to work from home will continue to do so. All staff in school. • Health screening of staff carried out weekly (are you unwell, is anyone in your household unwell) with records held on employee file. Staff to report to CS and information shared with MG. • Any staff member with symptoms of COVID-19 is sent home to self-isolate for 10 days and instructed to undertake a COVID-19 test. Their household members are required to self-isolate for 10 days. To be logged by CS/HT and shared with MG. • To support the testing process, the school has been provided with a supply of home testing kits. Kits located in the medical room. • If the test is positive: <ul style="list-style-type: none"> ○ The staff member remains off for 10 days from the onset of symptoms and after that they can return if they feel well enough. They can return if a cough or anosmia persist beyond this time. ○ The staff member must engage with the NHS Test and Trace programme. ○ The staff member must notify the school CS/HT immediately. ○ The school CS/HT contact their local Health Protection Team East of England or DfE helpline for advice on any further action required in school. ○ The school will review the case against the Group guidance on <i>COVID-19 and ARMS</i> to establish if it was likely that the infection was contracted as a result of occupational exposure. • If the test is returned negative the staff member can return to school when they feel well enough to do so. • Where a staff member indicates an individual in their household is unwell with symptoms compatible with COVID-19, they must self-isolate for up to 10 days. Under the Test and Trace programme there is an expectation that their symptomatic household member is tested. If this test result is negative the staff member can return to school if they do not have any COVID-19 related symptoms. 	Y	Y

		Pupils contracting COVID-19	<ul style="list-style-type: none"> Any pupil with symptoms of COVID-19 should not attend school for 10 days and is expected to undertake a test under the NHS Test and Trace programme. The pupil/parents are instructed to notify the school immediately if a positive result is obtained. School to follow up with a daily call (CS) until the test result is shared. Information on symptoms and how to get tested shared with parents in Newsletter (weekly) and via ParentApp/email. To support the testing process, the school has been provided with a supply of home testing kits. Kits located in the medical room. Where a positive result is obtained, the school CS/HT will contact the DfE helpline or local Health Protection Team East of England for advice on any further action required. A negative result means the pupil can return to school. Recorded by CS. Where a pupil indicates an individual in their household is unwell with symptoms compatible with COVID-19, they must self-isolate for up to 10 days. Under the Test and Trace programme there is an expectation that their symptomatic household member is tested. If this test result is negative the pupil can return to school if they do not have any COVID-19 related symptoms. Recorded by CS. Clinically extremely vulnerable students can continue to attend as normal at all COVID alert levels unless in receipt of specific written instruction to shield from a medical practitioner. No CEV pupils identified in school. 	Y	Y
		Visitors contracting COVID-19	<ul style="list-style-type: none"> All visitors to site carefully managed and identification details recorded and held for 21 days to support the Test and Trace process if called upon. Schools can use the QR code system to log visitors if they wish. Electronic sign in system and QR code system in place. Details of local procedures communicated to all visitors before they come to site. CS/HT/NG/RA. Parents advised to drop children off alone, i.e. not to come with partners or family. Information shared in Newsletter and via ParentApp/email. Contractors attending while school is operational to be notified that the school is operational and their access requirements reviewed on a case by case basis. NG/RA 	Y	Y
Suspected / confirmed case in school	Staff/pupils	Potential contamination of surfaces and for person to person spread	<ul style="list-style-type: none"> Pupil/staff member sent home and instructed to order a test under the NHS Test and Trace programme. Individual provided with a test by the school if supplies allow and where the school believe providing a testing kit may increase the likelihood of a test being completed. Kits located in the medical room. Pupil isolated in secure area (medical room) if awaiting collection in line with government guidelines. TE will conduct temperature check and note symptoms. CS to call home. TE and pupil to wait in secure area. Staff and pupils who were with the affected party should wash their hands thoroughly but do not need to go home unless symptomatic themselves or should they subsequently be identified as a 'close contact' where the original suspected is confirmed as positive. A small quantity of PPE, i.e. disposable face masks, gloves, and apron and suitable waste streams will be required for handling suspected cases where 2m separation cannot be maintained. PPE located outside medical room. 	Y	Y

			<ul style="list-style-type: none"> • Cleaning and disinfection carried out by cleaning staff in accordance with DfE guidance COVID-19: cleaning of non-healthcare settings Waste from medical room to be double bagged. TE to inform Site Supervisor to ensure disposal process carried out in line with guidance. (Note: waste bag is yellow.) Site Supervisor to inform RA if collection required. • School to collate information on bubbles/groups and other close contacts to inform decision making about who needs to self-isolate should a positive result be obtained. Pro-forma available on United Hub. Timetables and seating plans with HT. 		
Infection Control (practices)	Staff, Pupils, Visitors	Operational practices in place to minimise the risk of the spread of infection	<p><u>Good Hand and Respiratory Hygiene (key principles to be applied)</u></p> <ul style="list-style-type: none"> • Soap and running water or alcohol based hand sanitiser to be readily available for each bubble. To Checked daily by Site Supervisor. Supplies ordered as required. • Hands cleaned by all pupils, staff members and visitors, using soap or sanitiser on arrival, after break, when changing rooms, and before eating (as a minimum) • Skin friendly cleansing wipes used for those who need assistance in cleaning hands • Practices built into school behaviour culture. Practiced regularly with children since 1 June 2020, shared in teacher films. • Catch-it, bin-it, kill-it, promoted throughout school. Posters in class. Reminders in class. • School provides tissues and sufficient bins to support disposal of waste. Checked daily by Site Supervisor. Supplies ordered as required. • School considers support for those who may have difficulty or those who spit or use saliva as a sensory stimulant. • Face coverings required by law for those >11yrs using public transport • Face coverings will be promoted in common parts in areas where local COVID alert level is high or very high Masks worn by all adults in communal areas from 2nd November 2020 • The school will hold a small supply of disposable face coverings • Students and staff are briefed in the safe use of face coverings Updated WHO film shared with staff 1st November 2020 • Teaching Assistants who support more than one bubble of children teaching interventions to wear visors from 2nd November 2020 	Y	Y
			<p><u>Grouping (key principles to be applied)</u></p> <ul style="list-style-type: none"> • Schools to do all they can to minimise contacts and mixing while still delivering the curriculum. Timetable adapted September 2020. Each class = a bubble. • Aim to reduce contact between staff and pupils. Timetable adapted. • Two sides to this, distancing, and bubbles/groups. Blended approach likely in all settings. Each class = a bubble. • Focus likely to be on groups for younger children, and distancing for older children. 	Y	Y

- KS3 and below, smaller groups i.e. full class would be beneficial but not mandatory. [Each class = a bubble.](#)
- Early years settings no longer have limits on group size (from 20 July 2020).
- Keep groups apart as much as possible. [Timetable shows groups do not meet at any point.](#)
- In shared environments/equipment increase cleaning frequencies. [Shared environments – PE and Music. PE equipment divided between groups \(so each group has its own equipment\) and cleaned each day. Musical instruments cleaned between lessons.](#)
- Mixing in wider groups for specialist subjects, wraparound care, or on transport is permitted. [No mixing in any subjects as each class = a bubble.](#)
- The larger the group, the more robust the other controls need to be.
- No expectation that young children distance within their groups.
- Partial fulfilment of these aims acknowledged as being of benefit.
- Siblings can be in different groups.
- All staff can operate across multiple classes and year groups but should practise distancing, and 2m where possible. [Timetable adapted. Only PPA staff operate across Year groups.](#)
- To enable the tracing process to work effectively, schools will need to keep a comprehensive record of group/bubble composition and records of any close contact that takes place between children and staff in different groups. Close contact is defined as,
 - direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
 - proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual whether in a single period or cumulatively during the course of one day
 - travelling in a small vehicle, like a car, with an infected person
- There will need to a reliable way of identifying which group an individual is part of so that breaches of these groups can be identified. [Class timetables with HT. Intervention timetables with SENCO. PPA cover adjusted to limit number of adults between groups. Staff required to register close contacts daily. Register maintained in school by CS.](#)

		<p><u>Measures within Classrooms – (key principles applied)</u></p> <ul style="list-style-type: none"> ● <u>Secondaries –</u> <ul style="list-style-type: none"> ○ Staff remain distanced from pupils, at the front of the class, away from colleagues, and 2m from all parties where possible. ○ Pupils sitting side by side and facing forwards where possible. ○ Avoid face to face contact and limit time spent within 1m of anyone. ○ Education and care support for those with complex needs to be provided as normal. ● <u>Primaries and EYFS/Nursery–</u> <ul style="list-style-type: none"> ○ Distancing remains unlikely to be possible. Focus remains on small group size and separation of groups as control mechanism. Each class = a bubble. <p>Details of local arrangements:</p> <ul style="list-style-type: none"> ● Each class = a bubble. ● Timetable adapted. Adults with contact reduced. ● KS2 children sit in rows facing forward. 	Y	Y
		<p><u>Measures Elsewhere (key principles applied)</u></p> <ul style="list-style-type: none"> ● <u>Groups to be kept apart where possible. Timetable adapted so all classes separate.</u> ● <u>Assemblies/worship, one group at a time. Assemblies filmed and shared.</u> ● <u>Timetable to keep groups apart and minimise movement around the site as much as possible. Timetables show that no classes meet during the course of the school day.</u> ● <u>Passing the odd person remains low risk, but consider pinch-points – one way system likely to be needed. Pinch point identified as corridor between Main Office and Dining Hall. Corridor divided in half and direction of travel marked clearly on the floor. If the corridor is busy, class to wait until the corridor is clear before proceeding. In KS2, Years 3 and 4 use doors/staircase from new library, Years 5/6 use doors from KS2 playground.</u> ● <u>Consider impact on fire evacuation (though in a real fire the risk from fire takes precedence). Fire Practice half termly.</u> ● <u>Consider staggered break and lunch, to minimise mixing of groups with cleaning of dining hall surfaces between groups. Break extended to 45 minutes with 3 break times of 10:30-10:45; 10:45-11; 11-11:15. Lunch extended to 1 hour 45 mins with three lunchtimes of 11:45-12:45; 12-1; 12:15-1:15. Children eat in classrooms or outside.</u> ● <u>Consider staff spaces. Staff room use may be impractical. Refer to BEIS guidance on Office and Contact Centres for guidance on staff only areas. 4 staff areas to limit contact between adults.. Toilets allocated.</u> ● <u>Regular and thorough handwashing or use of alcohol based sanitiser to be carried out by all pupils and staff members including:</u> 	Y	Y

			<ul style="list-style-type: none"> ○ On arrival and before departure arrival, soap; departure, sanitiser ○ Before and after break before, sanitiser; after, soap ○ When groups change areas soap ○ After using the bathroom soap 		
			<p><u>Measures for Arrival and Departure (key principles applied)</u></p> <ul style="list-style-type: none"> ● Stagger start and finish times to prevent groups mixing where possible, but without reducing the amount of teaching time. School day adjusted with three arrival times (8:30, 8:45 and 9:00) and three departure times (3:00, 3:15 and 3:30) at separate gates (next to Main Office green gate; small red gate Barnwell Road; emergency green gate Barnwell Road.) Details shared with parents at the end of the Summer term 2020. EYFS front gate 8:30-3; Y1 front gate 8:45-3:15; Y2 emergency gate 8:30-3; Y3 emergency gate 8:45-3:15; Y4 red gate 8:30-3; Y5 red gate 8:45-3:15; Y6 emergency gate 9-3:30.) ● Communicate arrangements to parents and agree a process for drop off and collection to prevent gathering at the school gates. Children to arrive in time for allocated gate to open. Gate open to let children in and then closed swiftly to avoid gathering. Details and reminders published in newsletters, films, letters. ● Process required for those arriving wearing face coverings, including safe disposal (covered bin) and wash hands before going to class (note point 2 on the system of control 'Clean hands more often than usual' which accepts alcohol based hand sanitiser as a suitable substitute for soap and water. This may be more practical for schools that have large numbers of pupils arriving by public transport. Parents asked to remove children's face coverings before entering school site. Visitors to site remove mask and store in personal belongings or dispose of in lidded bin and wash hands as per guidance. Some visitors to keep masks on (Tetris.) 	Y	Y
			<p><u>Other Considerations (key principles applied)</u></p> <ul style="list-style-type: none"> ● Specific assessment for those with SEND needs to help with adjustments. Risk assessments updated by SENCO ● Supply/peripatetic teachers can move between schools but minimise contact and distance as much as possible. Specialist staff e.g. therapists work as normal. School Nurse, peripatetic music teacher, SaLT, EP, PE and MFL staff ● Consider contractors and other visitors to site so that they can distance as much as possible. Explain local processes to them before arrival. Keep a record of all visitors (sign-in books fine so long as entries as legible as schools may be required to trace persons if required to by PHE). NG/RA ● Dual registered children can attend, but the two settings should liaise to agree controls. ● Equipment – <ul style="list-style-type: none"> ○ Personal items, e.g. pens and pencils recommended to remain individual individual items in trays/pots on each desk 	Y	Y

			<ul style="list-style-type: none"> ○ Classroom resources – can be used freely within the bubble/group, but subject to regular cleaning (resources only used when needed and cleaned at the end of each day) ○ Resources shared between groups will require frequent meticulous cleaning, i.e. always before being used by another group, or quarantined for 48 hours between use (72 hours for plastic items). PE resources allocated to each group at break times (to avoid need to share) and cleaned end of each day, ○ Outdoor play equipment cleaned more regularly (refer to the previous point) Reception classes to alternate week on/off with cleaning between bubbles ○ Pupils should limit the amount of equipment they bring to school Packed lunches, water bottles and individual reading books only - communicated to parents via Newsletter and ParentApp/email.. ○ Resources can be taken home where it contributes to education and development and subject to the same rules re cleaning and rotation as above. Homework, classwork (which is not being returned to school) and reading books only ● Early years - <ul style="list-style-type: none"> ○ soft furnishings should be removed and where toys are shared these should be disinfected between users. Soft toys, bean bags, rugs, pillows removed. Small world cleaned between lessons. ○ Parents can settle their children, but need to abide by any local rules re face-coverings and the setting’s visitor procedures. Their time on site and contact with others should be limited. No adults on site ○ Supervised toothbrushing can be carried out using the dry-brush method. 		
			<p><u>Dedicated school transport (key principles applied)</u></p> <ul style="list-style-type: none"> ● Is not public transport and groupings tend to be consistent therefore reducing the risks ● No one with symptoms to travel, or if they live with someone with symptoms ● Social distancing should be practised as far as possible. ● Children should sit within their groups/bubbles as far as possible. ● Ventilation of fresh air maximised ● Hands cleaned before boarding and again on disembarking ● School vehicles cleaned more regularly ● Those over 11yrs to be encouraged to wear face coverings 	N/A	N/A

			<p><u>Public Transport (key principles applied)</u></p> <ul style="list-style-type: none"> ● Take steps to depress demand at peak times Start/finish times staggered. Three entrances/exits in use. ● Promote walking/cycling to school if possible Vast majority of children walk/cycle to school. ● <u>Face coverings</u> are required on public transport for all over 11 years old. Schools need to plan for how to manage safe arrival of these students (See above) 	Y	Y
			<p><u>Boarding Schools</u></p> <ul style="list-style-type: none"> ● <u>The School</u> has signed up to the BSA COVID-SAFE Charter ● <u>The school</u> has completed the BSA Boarding House reopening checklist and implemented all actions arising from it. ● <u>Guardians and Parents</u> have been informed about the schools arrangements ● <u>Arrangements</u> are in place for the management of suspected and confirmed cases in boarding accommodation. 	N/A	N/A
Infection Control (premises)	Staff, Pupils, Visitors	Changes to or introduction of physical control measure to minimise the risk of the spread of infection	<ul style="list-style-type: none"> ● Any unnecessary furniture removed to aid distancing between groups Un-necessary furniture stored out of classrooms ● One way system implemented in corridors and on stairwells Arrows on floor in corridor between Main Office and Dining Hall. ● Demarcating playground space to help with group management LF/RA ● Demarcating staff rooms or other areas where adults may congregate. 4 staff spaces to limit contact. Information and reminders shared via email. ● Review access to print rooms/photocopiers ideally limiting to one person. Resources room moved to classroom opposite staff room. If someone is in the resources room, staff to wait outside until they have exited before going in. The photocopier in the Main Office should be used by Admin Staff only. ● Occupied spaces are kept well ventilated insofar as ventilation systems allow and whilst maintaining a suitable teaching and working environment. All windows and doors open where possible. If not, windows and doors open between times when room is not occupied. Windows not directly next to children to be kept open. Children able to wear coats. ● Reduce occupancy for lifts Lift currently out of bounds. Awaiting update from CAP. ● Windows opened where possible, where temperature allows it, and without creating undue risks. ● Non-fire doors propped open to remove need for hand contact Door wedges for non-fire doors. Door guards for fire doors. ● Outdoor play equipment thoroughly cleaned between groups EYFS to rotate play equipment (weekly) with cleaning between bubbles. Other play equipment allocated to and kept by bubbles. 	Y	Y

			<ul style="list-style-type: none"> BEIS guidance for Offices and Contact Centres referred to in reviewing non-student areas, e.g. school office, staff room etc. Complete and display the <i>Covid-19 Secure in 2020</i> poster On display in School Reception 		
Anxiety, stress and worry	Staff, pupils (parents indirectly)	Those coming back to work or school may be anxious, worried our stressed	<ul style="list-style-type: none"> Involve the workforce in the development of this risk assessment and control measures (refer to Group Consultation (HS) Policy for guidance). Risk Assessment shared with staff and governors. Communicate this risk assessment and its findings to staff and potentially pupils/parents. Risk Assessment shared with parents Feed the determined approach into the communication strategy. Staff have access to Group's occupational health and counselling service Details shared with staff Publish the findings of this risk assessment on the school website. Weekly Plans and updates communicated to staff and parents before return to school. Welcome back to school pack shared with parents at the beginning of Autumn term. 	Y	Y
Cleaning	Staff, Pupils, Visitors	General hygiene to interrupt transmission from contact surfaces	<ul style="list-style-type: none"> Frequency to be increased with focus on areas used by multiple groups and hand-contact surfaces in line with normal procedures and cleaning risk assessment. No requirement for additional PPE to be worn. Cleaning increased (Contact Chevron for timings) Cleaning staff reminded to be mindful to minimise face contact and the need for regular handwashing. Cleaning following confirmed/suspected case in accordance with DfE guidance COVID-19: cleaning of non-healthcare settings Where cleaning is contracted out the school still has a record of what enhanced processes have been implemented and should check/evidence that the contractor is operating in line with Govt guidance and not just carrying out business as usual. NG/RA/Chevron to maintain records If the school is looking to teaching/support staff to provide an element of cleaning then training will be required. Carpets deep cleaned Summer 2020. Daily clean of corridors, classrooms and bathrooms (during day by KB). Furniture cleaned daily. Shared resources cleaned daily and between bubbles. 	Y	Y
Delivery of 'higher risk' subjects	Staff, Pupils	<p>Delivery of lessons such as science, D&T, Drama and PE require pupils and staff to work in close proximity thereby increasing the risk of infection</p> <p>Educational visits</p>	<ul style="list-style-type: none"> Subject leads to review their risk assessments for the planned activities and update accordingly. CLEAPSS guidance referred to in planning science, D&T and Art AfPE and national governing body guidance referred to in planning school sport activities Guidance shared and followed. Plans adapted to reflect need to focus on individual sports. Each bubble taught separately. LF/CAP Music Mark and DCMS Performing Arts guidance referred to in planning music, dance and drama Music taught in line with guidance (singing in well ventilated spaces or outside. Performers have own music. Back to back or side positioning where possible. If teachers facing class, 3-5m from nearest singer. Instruments (when used) cleaned by children playing them at end of session. Each bubble taught separately. CW <ul style="list-style-type: none"> with suitable subject specific risk assessments developed accordingly. 	Y	Y

			<ul style="list-style-type: none"> Consideration required for availability of support staff e.g. technicians and the capability of practical lessons to be delivered while maintaining social distancing. Domestic, non-residential educational visits are permitted. Schools to refer to OEAP National Guidance when planning. All trips and residentials cancelled. 		
Intimate Care/Higher Dependency Pupils	Staff, Pupils	Intimate care brings people within close proximity of each other thereby increasing the risk of infection	<ul style="list-style-type: none"> Staff providing intimate care to use PPE as they would do normally for providing care in line with children's needs No specific PPE required unless the child in question is symptomatic (see <i>Suspected/confirmed case in school</i> section). EYFS - no children in nappies. TE/CS/SO/AB/ZA - supporting diabetic/epileptic pupils 	Y	Y
Failure to follow local rules	Staff, Pupil, Visitors	Persons fail to follow local rules due to lack of awareness. Persons violate local rules	<ul style="list-style-type: none"> Plans shared with staff, pupils and visitors. Staff trained during INSET Autumn 1. Compliance with risk assessment monitored by HT/NG/RA. Any violation will result in disciplinary action Pupils will be asked to work from home if they repeatedly and/or purposefully violate the rules 	Y	Y
Maintaining a compliant premises	Pupils, Staff	Loss of site staff and access to contractors resulting in PPM and other compliance checks lapsing.	<ul style="list-style-type: none"> Premises compliance status to be reviewed by Site/Facilities/Estates Manager to be reviewed prior to reopening and briefing provided to the school's Head NG/RA report to HT Contractor access to site for PPM/compliance inspections to be continued wherever possible. Legible record of all contractor details to be held for 21 days (to support Test and Trace process if necessary) NG/RA 	Y	Y
The school lapses in following national/group guidelines and advice	Staff, Pupil, Visitors	Lack of awareness leads to potential contamination of the premises or an outbreak spreads rapidly through the school and wider community	<ul style="list-style-type: none"> Central office to ensure that Coronavirus pages on the Hub are kept updated Important updates/changes to be included in Jon Cole's Heads Bulletins. Headteacher to ensure that all relevant guidance is followed and communicated Senior Leaders to keep up-to-date with advice issued by, but not limited to, DfE, NHS, Department of Health and Social Care and PHE, and review this risk assessment accordingly Information on the school website is updated (CAP) Parent tab has dedicated menu item for information relevant to parents. Parents/Pupils updated via classrooms/email/parent text as necessary. Newsletter/ParentApp/email Any change in information to be shared with Chair of Governors and passed on to parents by Parentmail and staff by email HT 	Y	Y
Other Risk Assessments	Staff, Pupils	Other risk assessment that aren't updated and therefore become invalid	<ul style="list-style-type: none"> Extra-curricular provision subject to specific risk assessment developed with reference to DFE Guidance on Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak Fire risk assessment reviewed 	Y	Y

			<ul style="list-style-type: none"> • Fire safety procedures amended to support COVID-19 arrangements Change re: social distance between bubbles lining up outside. Fire drill half termly • Staff training scheduled monitored and any slippage identified NG/RA • Key premises risk assessments reviewed to ensure they remain valid, e.g. fire risk assessment, manual handling, COSHH if new chemicals are brought in. NG/RA 		
Display Screen Equipment (temporary home workers)	Staff	Staff working from home not having access to a workstation fully compliant DSE workstations giving rise to musculoskeletal issues.	<ul style="list-style-type: none"> • Staff allowed to take home peripherals and chairs from office • Guidance on setting up a suitable workstation provided on Hub coronavirus pages • Additional equipment needs to be reviewed on a case-by-case basis 	Y	Y
First Aid (temporary home workers)	Staff	Staff suffering injury at home	<ul style="list-style-type: none"> • Low-risk, office-style work. No specific controls required. • Any accidents to be logged onto ARMS. 	Y	Y
Wellbeing/ Stress (temporary home workers)	Staff	Social isolation leading to issues with wellbeing Unusual working environment arrangements contributing to stress	<ul style="list-style-type: none"> • Guidance on wellbeing provided on Hub coronavirus pages – dedicated wellbeing section • Guidance provided to managers on supporting their teams and reasonable expectations during this period. • Managers to maintain regular contact with their employees, preferably by video link. • Furloughed staff to have keep in touch days with their line manager 	Y	Y
Updates	<p>4 January - RA on pause for majority of pupils CEV staff to shield/to work from home - 1 member of staff Staff who are pregnant to have Individual Risk Assessment - 1 member of staff Risk assessment for remote learning updated Year group bubbles in place to support key worker/vulnerable children groups Staff redeployed to minimise number of staff in school at any one time Timings of school day amended to 9 - 3 for all children Children attending school using gates as follows: R/1/2 - green front gates; Years 3 and 4 red Barnwell Road gates, Years 5 and 6 emergency gates EYFS Coronavirus disapplications (15 January)</p> <p>22nd January - Explanatory powerpoint for rapid asymptomatic testing for staff shared with staff 25th January - RA paused - school closed due to lack of heating/hot water - all staff working remotely 5th February - reminder to parents about drop off and pick up process so that gathering at the gates does not take place; updated definition of close contact shared with staff</p>				

8th February - school open to KS2, reminder re Covid-19 safe routines (2 staff WFH)		
9th February - school open to EYFS and KS1, reminder re Covid-19 safe routines (updated mat RA)		

Details of any additional control measures for consideration	Target for completion	Date of completion	Completed By

Assessment completed by:	Claire Macfie	Date:	12th February 2021	Date of next review:	26th February 2021
Updates	8th, 15th, 22nd, 29th January, 5th, 12th February				

Guidance on completing the form

This form may be used to record the risk assessment for any activity. Only complete a risk assessment if you have a good understanding of the activity being assessed and the principles of carrying out a risk assessment.

Risk Assessment Title and Responsible Person

Give the risk assessment a logical and clear title and date. The manager who is responsible for the activity being undertaken should carry out the risk assessment detailing the hazard and controls and any additional action required. Those employees to whom the risk assessment relates should be consulted in its development. It should then be signed and dated and stored securely in department and made available to employees, e.g. through communication on induction and following review.

Details

Provide a brief description of the activities to which the risk assessment relates. The short title detailed above may not make it clear what is in and/or out of scope of the assessment.

What are the hazards and Who is at Risk?

In the Hazards column, list the hazards (something with the potential to cause harm) which could reasonably be expected to result in significant harm.

Identify individuals or groups of people who might be affected by the Hazard. Besides staff and pupils consider visitors, members of the public, volunteers and others who could be affected.

What harm is associated with the hazard?

For each hazard, there may be one or more types of harm that could occur and each is likely to require different control measures to be implemented. It is recommended each is given a separate line on the form.

What control measures are, or will be put, in place?

List what is, or will be put in place to reduce the likelihood of harm or make any harm less serious. These precautions should meet legal standards, represent good practice and reduce risk as far as reasonably practicable. A hierarchy of control such as below may help in determining suitable controls, preference should be given to controls higher up the hierarchy where possible.

- Eliminate or avoid the risk at its source
- Reduce the risk at its source
- Contain the risk
- Remove employees/pupils (as applicable)
- Reduce exposure to the risk
- Utilise personnel protective equipment

Evaluation of Adequacy

The application of and consideration of the adequacy of the controls in place needs to be determined. This is a subjective judgement to be made by the responsible person. Where the response to the question of adequacy is 'no' this indicates an area requiring additional control (see below). An alternative way to think of this question would be 'is the residual risk acceptable'?

Areas of additional control for consideration

Areas for additional control can include items where the judgement in the evaluation of adequacy section was negative. It can also relate to developmental or goal-setting objectives in support of the journey of continuous improvement.

Review Period

United Learning's Risk Management (HS) Policy requires that all risk assessments are reviewed every two years to ensure validity. For activities undergoing regular change, consider a shorter timeframe for review.