

Reference - School Name		St Monica's Catholic Primary School			<b>Notes:</b> 1. Please do not delete rows or columns as this will affect formulas, if not required add N/A 2. You should already have configured your school to earlier guidance so this is designed to let you address the latest UK.gov guidance 3. Read the 'Additional Control Considerations' and address these considerations in the 'Confirmation of Additional Control Measures' column 4. Finally refer to the 'Risk Matrix' (to the right) and enter the residual risk levels i.e. Likelihood x Severity, into the L & S columns N.B. The residual risk level must be Low Risk or Medium Risk if you determine the level to be High or Critical Risk then further controls must be put in place							
Assessment Date		Friday 8th January 2021										
Assessor Name		Elizabeth Bart-Williams										
Assessment Team Members		E Bart-Williams, A Ruthven, D Abati										
Review Date		As required										
Org Unit		London Borough of Hackney										
Location		Schools			Number of people at							
Risk Assessment Category		Covid Secure risk assessment - November/December 2020			Pupils							
Document Reference Number		C19-ohsw-for-07 - v2			Staff							
					260							
					40							
Hazard Controls	Category of person who may be at risk	Existing Control Measures	Existing Risk Level			Controls		Additional Control Considerations	Confirmation of additional Control Measures to be introduced by school	Residual Risk Level		
			L	S	ERL	Yes	No			L	S	RRL
School Workforce	Employees Contractors	Guidance for full opening of schools  <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#school-workforce">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#school-workforce</a>	3	5	High Risk		N	<b>22nd October Guidance</b> <b>This guidance should be read in conjunction with the school risk assessment (below) in order to assist you in ensuring a covid secure school setting</b>  Uk.gov guidance - We have worked closely with the Department of Health and Social Care (DHSC) and PHE to develop this specific guidance for school settings. The PHE and DHSC endorsed system of controls outlined in this document sets out the measures that school leaders and all school staff should follow. Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced. As a result, on current evidence, PHE and DHSC advise that schools are not currently considered high risk settings when compared to other workplace environments. Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. Some roles, such as some administrative roles, may be conducive to home working, and school leaders should consider what is feasible and appropriate. All staff should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. This includes continuing to observe good	A whole-staff INSET day was held on Monday 4th January, where existing measures were reviewed. It was agreed that these measures, alongside the new guidance from government to move all teaching online, were adequate. The more vulnerable staff and pupils had already been identified in the previous R/A, and arrangements were put in place to enable shielding and remote working where appropriate.	1	1	Low

<p>Provision of risk assessment <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></p>	<p>Employees Contractor Pupils Members of the Public Vulnerability groups</p>	<ul style="list-style-type: none"> <li>Existing Covid risk control arrangements with schools</li> <li>Schools subject to programme of audit of risk control arrangements by CHSW Team</li> <li>School to revisit and update their risk assessments to consider the additional risks and control measures to enable a return to full capacity in the autumn term.</li> </ul> <p>The assessment should directly address risks associated with coronavirus, so that sensible measures can be put in place to control those risks for children and staff.</p> <p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A</a></p> <p>Prevention:</p> <ol style="list-style-type: none"> <li>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</li> <li>clean hands thoroughly more often than usual</li> <li>ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</li> <li>introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</li> </ol>	5	5	Critical Risk	N	<p><b>5th Nov - 2nd Dec</b></p> <p>Prevention</p> <ol style="list-style-type: none"> <li>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.</li> <li>Where recommended, the use of face coverings in schools.</li> </ol> <p>Use of face coverings</p> <p><b>Face coverings</b> In primary schools and education settings teaching year 6 and below, there is no change to the existing position. It is not mandatory for staff and visitors to wear face coverings. In situations where social distancing between adults in settings is not possible (for example when moving around in corridors and communal areas), settings have the discretion to recommend the use of face coverings for adults on site, for both staff and visitors.</p> <p>In schools where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This was already the case for pupils in year 7 and above, and staff and visitors for those schools that were in areas where local alert level 'high' and 'very high'.</p> <p>Some individuals are exempt from wearing face coverings and we expect adults and pupils to be sensitive to those needs.</p> <p>Face coverings should also be worn by pupils in year 7 and above when travelling on dedicated school transport to secondary school or college.</p>	<p>All the listed control considerations which apply to primary schools are in place and are regularly monitored. In addition, following advice, we started the installation of Air Purifiers in every classroom during the Christmas break. Once complete, all classrooms will be able to close their doors and windows intermittently, to reduce the cold during the winter months. For the rest of the year, school users can rest assured that the indoor air has been filtered/purified.</p>	1	1	Low
<p>Staff availability Extremely Clinically Vulnerable</p>	<p>Extremely high vulnerability groups Guidance on shielding and protecting people defined on medical grounds as extremely vulnerable from COVID-19 PHE Guidance</p>	<ul style="list-style-type: none"> <li>Vulnerability risk assessments to be completed for all School staff</li> <li>Identification of minimal permissible staffing levels to support opening of the school</li> </ul> <p>- Full use is made of those staff who are self-isolating or shielding but who are well enough to be assigned duties to minimise contact</p>	3	5	High Risk	N	<p><del>This group has been removed as people in this group</del></p> <p>There is a further group of people who are defined, also on medical grounds, as clinically extremely vulnerable to coronavirus – that is, people with specific serious health conditions. Over this period, we are advising the clinically extremely vulnerable to work from home. If you cannot work from home, you are advised not to go to work and may be eligible for Statutory Sick Pay (SSP) or Employment Support Allowance (ESA). You are encouraged to stay at home as much as possible, but are encouraged to go outside for exercise. The full guidance is available and the Government will write to everybody who is clinically extremely vulnerable to set out detailed advice while the new restrictions are in place.</p> <p>This guidance is for everyone in England who has been identified as clinically extremely vulnerable. If you are in this group, you will previously have received a letter from the NHS or from your GP telling you this. You may have been advised to shield in the past.</p> <p>This guidance applies to clinically extremely vulnerable individuals only. Others living in a household with someone who is clinically extremely vulnerable are not advised to follow this guidance. They should instead continue to attend work and school in accordance with the general advice and regulations set out in the national restrictions guidance from 5 November.</p>	<p>The clinically extremely vulnerable members of staff have been identified. Provisions to enable them work from home have remained in place since the 1st national lockdown. All staff were again reminded to comply with the provisions, and assured of the HR provision and available support during this period.</p>	1	1	Low

<b>Staff availability Clinically vulnerable</b>	Very High and High vulnerability groups BAME	<ul style="list-style-type: none"> <li>• Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online.</li> <li>• Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> <li>• Provision of education and information resources</li> <li>• Staff communications</li> <li>• Full use is made of testing to inform staff deployment</li> <li>• Identification of minimal permissible staffing levels to support extended opening of the school</li> <li>• The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned</li> <li>• Prioritisation of vulnerable groups* for self-isolation and working from home planning</li> </ul>	3	4	<b>High Risk</b>		<b>N</b>	<p>Vulnerability risk assessments to be completed for all School staff</p> <p><b>If you are over 60 or clinically vulnerable, you could be at higher risk of severe illness from coronavirus. You should be especially careful to follow the rules and minimise your contacts with others</b></p> <p><b>should continue to wash your hands carefully and more frequently than usual and maintain thorough cleaning of frequently touched areas in your home and/or workspace</b></p>	<p>Full provisions are in place for all those known to be at risk to work from home. Other staff who feel they may be at risk are also encouraged to work remotely. From Governance to the school leadership, an Open Door policy is in place and bureaucracy is intentionally eliminated to aid communication and remedial action. Updated government guidance confirms that pregnant women are not at additional risk. all pregnant members of staff will be individually risk-assessed.</p>	1	1	<b>Low</b>
<b>Social distancing within school Circulation areas</b>	Employees Contractor Pupils Members of the Public Vulnerability groups	<ul style="list-style-type: none"> <li>• Agreed number of pupils who can attend the premises on any given day to enable compliance with social distancing rules.</li> <li>• Agreed new timetable and arrangements confirmed for each year group.</li> <li>• Arrangements in place to support pupils when not at school with remote learning at home.</li> <li>• Provision of education and information resources</li> <li>• <a href="#">Coronavirus (COVID-19): implementing social distancing in</a></li> <li>• Circulation plans have been reviewed and revised.</li> <li>• One-way systems are in place where possible.</li> <li>• Corridors are divided where feasible</li> <li>• Remove items which reduce the width of corridors</li> <li>• Appropriate signage is in place to clarify circulation routes.</li> <li>• Pinch points and bottlenecks are identified and managed accordingly</li> <li>• Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and staff moving round.</li> <li>• Lesson change overs are staggered to avoid overcrowding.</li> <li>• Pupils are regularly briefed regarding observing social distancing guidance</li> <li>• Appropriate duty rota and levels of supervision are in place</li> <li>• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>• Staff have been briefed on the use of these rooms.</li> </ul>	2	3	<b>Medium Risk</b>		<b>N</b>	<p>Reduce the number of contacts between children and staff through keeping groups separate (in 'bubbles') and through maintaining distance between individuals.</p> <ul style="list-style-type: none"> <li>- Avoid large gatherings such as assemblies or collective worship with more than one group</li> <li>- When timetabling, groups should be kept apart and movement around the school site kept to a minimum</li> <li>- Avoid creating busy corridors, entrances and exits</li> <li>- Consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</li> <li>- Plan how shared staff spaces are set up and used to help staff to distance from each other</li> <li>- Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults</li> </ul>	<p>All children are in bubbles, and each bubble has allocated specific high-viz vests which help to eliminate mixing of bubbles. Lunch is staggered and some classes eat in other open spaces. Whole-school gatherings such as collective worship and assemblies have been replaced with in-class sessions. These are then uploaded for whole-school use. Use of the staff room is also staggered alongside staff breaks. PPE - specifically Face Shields and Masks - are provided for staff use, as well as gloves and aprons. Cleaning has been enhanced throughout the school, and the cleaning products have been confirmed to be effective in reducing the spread. COSHH and Safety Data Sheets for the products have been provided to the school. One-way systems remain in place for busy communal areas such as corridors and the toilets are inspected regularly throughout the day by the site manager.</p>	1	1	<b>Low</b>

Social distancing within school Classrooms	Employees Contractor Pupils Members of the Public Vulnerability groups	<ul style="list-style-type: none"> <li>Agreed number of pupils who can attend the premises on any given day to enable compliance with social distancing rules.</li> <li>Agreed new timetable and arrangements confirmed for each year group.</li> <li>Arrangements in place to support pupils when not at school with remote learning at home</li> <li>Classroom size and numbers reviewed.</li> <li>Class sizes and timetables/staffing amended allowing for reduced numbers in line with government guidance (i.e. a maximum of 15 pupils per class)</li> <li>Classrooms re-modelled, with chairs and desks in place to allow for social distancing.</li> <li>Spare chairs removed from desks so they cannot be used.</li> <li>Clear signage displayed in classrooms promoting social distancing.</li> <li>In primary schools, classes stay together with their teacher and do not mix with other pupils</li> <li>In secondary schools, assuming that setting is maintained, the year group stays together and does not mix with other pupils.</li> <li>Revised guidance briefed to all staff prior to reopening and includes: <ul style="list-style-type: none"> <li>Infection control</li> <li>Fire safety and evacuation procedures</li> <li>Constructive behaviour management</li> <li>Safeguarding</li> <li>Risk management</li> <li>Use of outdoor spaces for teaching</li> <li>Ventilation of indoor spaces</li> <li>Limits set for large spaces (e.g. hall, sports hall, dining hall) for teaching</li> </ul> </li> </ul>	2	3	Medium Risk	N	<b>Maintaining Distance in classrooms</b> 1. You should ensure that a distance is maintained between people in the school thus reducing the amount of time they are in face to face contact 2. Staff in secondary schools should maintain a distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. 3. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow, that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. 4. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal. 5. When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups. 6. Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.	All classrooms have been rearranged so that all children sit facing forward, with clear space for movement between desks. Teachers and classroom staff have access to Face Shields/Masks which they could use during teaching, and if they need to support small-group work. In the Early Years, in addition to Face Masks, staff have been encouraged to work with smaller groups of children. Play is encouraged to be both inside and outside, so that smaller number of children play simultaneously. Soft toys have been removed to reduce the risk of cross-contamination, and available toys are regularly disinfected. Antibacterial sprays and cleaning materials are available in all classes throughout the day.	1	1	Low
Social distancing within school Break/lunch times	Employees Contractor Pupils Members of the Public Vulnerability groups	<ul style="list-style-type: none"> <li>Agreed number of pupils who can attend the premises on any given day to enable compliance with social distancing rules.</li> <li>Agreed new timetable and arrangements confirmed for each year group.</li> <li>Arrangements in place to support pupils when not at school with remote learning at home</li> </ul> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings</a>.</p> <ul style="list-style-type: none"> <li>Break/lunch times are staggered</li> <li>The number of entrances and exits to be used is maximised.</li> <li>Different entrances/exits are used for different groups.</li> <li>Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating.</li> <li>Floor markings are visible where it is necessary to manage any queuing.</li> <li>Attendance patterns have been optimised to ensure maximum safety.</li> <li>Limits set for large spaces (e.g. hall, sports hall, dining hall) for teaching. <ul style="list-style-type: none"> <li>Fire safety and evacuation procedures</li> <li>Constructive behaviour management</li> <li>Safeguarding</li> </ul> </li> </ul>	3	3	Medium Risk	N	Schools should consider staggered break times and lunch times and time for cleaning surfaces in the dining hall between groups  <b>HSE - Ventilation:</b> Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. This can be achieved by a variety of measures including: mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply) natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) Further advice on this can be found in <a href="#">Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak</a> and <a href="#">CIBSE coronavirus (COVID-19) advice</a> . 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. between classes, during break and lunch, when a room is unused) providing flexibility to allow additional, suitable indoor clothing. For	Ventilation is enhanced by ensuring that windows and doors are left open. Fire doors remain closed in line with appropriate use levels. Heating levels were adjusted accordingly. During the Christmas break, Air Purifiers were commissioned to be installed in all classrooms in anticipation of coming winter months when leaving doors open may be unsuitable. All parents were advised so that children attend with extra layers of clothing. unnecessary furniture have been removed.	1	1	Low

Social distancing during peak times, ie start and finish of day	Employees Contractor Pupils Members of the Public Vulnerability groups	<ul style="list-style-type: none"> <li>Provision of education and information resources - <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></li> <li>Start and departure times are staggered</li> <li>The number of entrances and exits to be used is maximised <ul style="list-style-type: none"> <li>Different entrances/exits are used for different groups.</li> </ul> </li> <li>Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating.</li> <li>Floor markings are visible where it is necessary to manage any queuing.</li> <li>Attendance patterns have been optimised to ensure maximum safety.</li> </ul>	2	3	Medium Risk	N	<ul style="list-style-type: none"> <li>consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school</li> <li>A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour.</li> <li>Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</li> <li>Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them.</li> <li>Pupils must be 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 <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</a></li> </ul>	Drop-off and collection times for children were staggered, with additional gates so that bubbles could use dedicated gates. Start and finish times for Staff has been staggered, to accommodate those who travel by public transport. Parents were given face masks which were donated to the school, with instruction on how best to use and remove them. Communication was enhanced using multiple means (texts, phone calls, emails, letters and Class Dojo) to ensure that all parents are reached.	1	1	Low
First aid provision	Employees Contractor Pupils Members of the Public Vulnerability groups	<ul style="list-style-type: none"> <li>Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way</li> <li>Provision of appropriate level of first aid to support extended opening of the school (paediatric first aid) - at least one 12 Hour paediatric first aid course Level 3 qualified person available at all times</li> <li>Provision of fluid resistant surgical face mask, where a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return and social distance of 2 metres cannot be maintained</li> <li>Gloves should be provided as part of the basic first aid kit</li> <li>St John Ambulance advice for First Aiders. <a href="https://www.sja.org.uk/get-advice/first-aid-advice/covid-19-advice-for-first-aiders/?utm_source=Communitator&amp;utm_medium=email&amp;utm_campaign=STP20_Covid-19Advice">https://www.sja.org.uk/get-advice/first-aid-advice/covid-19-advice-for-first-aiders/?utm_source=Communitator&amp;utm_medium=email&amp;utm_campaign=STP20_Covid-19Advice</a></li> </ul>	2	3	Medium Risk	N		All staff providing intimate care and 1st Aiders have access to appropriate PPE such as gloves, aprons and Face protection. Contactless thermometers were provided and the Medical room remains the main area for dealing with minor accidents and is also the designated waiting area for children who were sick before collection by their parents.	1	1	Low

<p><b>Attendance and engagement with the NHS Test and Trace process</b></p>	<p>Employees Contractor Pupils Members of the Public Vulnerability groups</p>	<ul style="list-style-type: none"> <li>• Identification of minimal permissible staffing levels to support full reopening of the school</li> </ul> <p>- Consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors</p> <p>- Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team.</p> <p>- Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>—book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</li> <li>—provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test &amp; Trace</li> <li>—self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19)</li> </ul>	<p>2</p> <p>3</p>	<p>Medium Risk</p>	<p>N</p>	<p>A small number of pupils will still be unable to attend in line with public health advice to self-isolate because: they have had symptoms or a positive test result themselves they live with someone that has symptoms or has tested positive and are a household contact they are a close contact of someone who has coronavirus (COVID-19)</p> <p>New advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) was published on 13 October. The guidance provides advice on what additional measures individuals in this group can take tailored to each Local COVID Alert Level. The UK Chief Medical Officers have issued a statement on schools and childcare reopening which states that there is a very low rate of severe disease in children from COVID-19 and far fewer children should remain in this group in the future following their routine discussions with their clinician. All pupils, including those who are clinically extremely vulnerable, can continue to attend school at all Local COVID Alert Levels unless they are one of the very small number of pupils or students under paediatric care (such as recent transplant or very immunosuppressed children) and have been advised specifically by their GP or clinician not to attend school. In the future, the government will only reintroduce formal restrictive shielding advice in specific local areas at very high alert level with exceptional circumstances where this has been advised by the Chief Medical officer, and then only for a limited period of time. The government will write to families separately to inform them if they are advised to follow formal shielding and not attend school.</p> <p>Where a pupil is unable to attend school because they are complying with clinical or public health advice, we expect schools to be able to immediately offer them access to remote learning.</p> <p>• Provision of education and information resources</p> <p>• School kitchens can continue to operate, but must comply with <a href="https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19">https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19</a></p>	<p>SLT has produced a comprehensive Checklist of actions to take in the event of a confirmed COVID case in the school. Any pupil who is unable to attend school for any reason is given work with access to online learning along with the rest of the class. The school's online learning resources have been reviewed for compatibility and ease of use. Likewise, staff who need to self-isolate or shield have access to resources they require to engage meaningfully with the school throughout the period. Cover is provided as a matter of course. To ensure that children do not go hungry, particularly those who are entitled to free school meals (FSM), we have collaborated with Magic Breakfast (since the 1st Lockdown in March and ongoing) to deliver food parcels to families. Parents of pupils in school are also encouraged to collect food parcels from the school at any time.</p>	<p>1</p>	<p>1</p>	<p>Low</p>
<p>Preparation and serving of Food</p>	<p>Employees Contractor Pupils Members of the Public Vulnerability groups</p>	<p>Coronavirus (COVID-19): guidance for schools and other educational settings</p> <ul style="list-style-type: none"> <li>• cleaning in non healthcare settings</li> <li>• Staff communications</li> <li>• Break/lunch times are staggered</li> <li>• The number of entrances and exits to be used is maximised.</li> <li>• Different entrances/exits are used for different groups.</li> <li>• Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating.</li> <li>• Floor markings are visible where it is necessary to manage any queuing.</li> <li>• Attendance patterns have been optimised to ensure maximum safety.</li> </ul>	<p>2</p> <p>3</p>	<p>Medium Risk</p>	<p>N</p>	<p>Our in-house kitchen continues to ensure that all children get hot, healthy food daily. Fruits are also provided. The high quality catering remains rated 5* by the LBH hygiene inspectors.</p>	<p>1</p>	<p>1</p>	<p>Low</p>	

Hygiene Control & Cleaning	Employees Contractor Pupils Members of the Public Vulnerability groups	<ul style="list-style-type: none"> <li>• Communications and signage in place</li> <li>• Agreed number of pupils who can attend the premises on any given day to enable compliance with social distancing rules.</li> <li>• Agreed new timetable and arrangements confirmed for each year group.</li> <li>• Arrangements in place to support pupils when not at school with remote learning at home. Share with parents, pupils and staff that fresh clothing should be worn daily.</li> <li>Pupils to use same desk if returning next day</li> <li>Teacher (and/or teaching assistant) are assigned to the same pupils throughout the day (and on subsequent days)</li> <li>• Enhanced cleaning regime in place, particularly for frequently touched surfaces cleaning in non healthcare settings</li> <li>Pupils use only their own resources and do not share</li> <li>• DfE Guidance implementing protective measures in education and childcare settings</li> <li>• Regular hand washing for staff and pupils for at least 20 seconds practised</li> <li>• Availability of soap and hot water</li> <li>• Hand sanitisers provided where required</li> <li>• Tissues and lidded bins available</li> <li>• Planned approach to the provision of hand washing/hand sanitiser, with adoption of <ul style="list-style-type: none"> <li>- availability of soap and hand washing to all staff and pupils across premises (within classrooms)</li> <li>- Coordinated approach adopted to the placement and replenishment of hand wash/sanitisers</li> </ul> </li> </ul> <p><i>Review of arrangements for waste disposal</i></p>	2	3	Medium Risk	N	<ul style="list-style-type: none"> <li>- whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly</li> <li>- supervision of hand sanitiser use given risks around ingestion.</li> <li>- Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</li> <li>- building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</li> <li>- putting in place a cleaning schedule that ensures cleaning is generally enhanced including more frequent cleaning of rooms / shared areas that are used by different groups and frequently touched surfaces being cleaned more often than normal</li> <li>- 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</li> <li>- If a child who becomes unwell is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used.</li> </ul> <p>Evacuation arrangements have been reviewed to take into consideration the effects of social distancing and staff working from home or across multiple sites</p> <p>Prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe</p> <p>Once the school is in operation, it is important to ensure good ventilation</p> <p><a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</a></p> <ul style="list-style-type: none"> <li>• Schools should consider staggered break times and lunch times and time for cleaning surfaces in the dining hall between groups</li> </ul> <p><b>HSE - Ventilation:</b></p> <p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. This can be achieved by a variety of measures including:</p> <p>mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)</p> <p>natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air</p> <p>natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</p> <p>Further advice on this can be found in Health and Safety Executive</p>	We have increased the number and location of handwashing and sanitising stations, following the increased number of access points around the school. SMT and all staff who man the gates ensure that all children observe the recommended hygiene measures at the beginning and end of each school day. Staff also lead by example, and every class has spare handwashing, sanitising and surface cleaning materials which are safely stored within each class. Toilet badges are available for all children, and the site manager checks the toilets regularly throughout the day.	1	1	Low
School premises	Employees Contractor Pupils Members of the Public Vulnerability groups	<p><a href="https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</a></p> <ul style="list-style-type: none"> <li>• Assessment of air conditioning systems</li> <li>• Programme of pre-reopening checks on any school premises that have been completely closed <ul style="list-style-type: none"> <li>- Water systems</li> <li>- Fire safety systems</li> </ul> </li> </ul>	2	3	Medium Risk	N	<p>Evacuation arrangements have been reviewed to take into consideration the effects of social distancing and staff working from home or across multiple sites</p> <p>Prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe</p> <p>Once the school is in operation, it is important to ensure good ventilation</p> <p><a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</a></p> <ul style="list-style-type: none"> <li>• Schools should consider staggered break times and lunch times and time for cleaning surfaces in the dining hall between groups</li> </ul> <p><b>HSE - Ventilation:</b></p> <p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. This can be achieved by a variety of measures including:</p> <p>mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)</p> <p>natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air</p> <p>natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</p> <p>Further advice on this can be found in Health and Safety Executive</p>	Ventilation is enhanced by ensuring that windows and doors are left open. Fire doors remain closed in line with appropriate use levels. Heating levels are adjusted accordingly. The lunch tables are cleaned with antibacterial wipes after use by each group, and before it is used by another group. Lunch supervision includes at least one member of SLT to ensure the highest levels of supervision and cleaning.	1	1	Low


Transport	Employees Pupils	<p>The transport guidance sets out a framework for local authorities and schools to follow when arranging transport to and from schools from the autumn term. We are clear that there cannot be a 'one size fits all' approach where the system of controls describes every scenario, but it provides a set of principles to support informed local decision making and risk assessment.</p> <p>Children and young people aged 11 and over must wear a face covering on public transport. Face coverings should also be worn by pupils in year 7 and above when travelling on dedicated school transport to secondary school or college. This does not apply to those who are exempt.</p> <p>Travel in or out of local areas should be avoided, and parents, carers and staff should look to reduce the number of journeys they make - but travelling to deliver and access education is still permitted.</p> <p>Staff, children and their parents and carers are encouraged to walk or cycle when travelling to and from school where this is possible, and to plan ahead and avoid busy times and routes on public transport. This will allow social distancing to be practised.</p>	2	3	Medium Risk	N	<p>The transport guidance sets out a framework for local authorities and schools to follow when arranging transport to and from schools from the autumn term. We are clear that there cannot be a 'one size fits all' approach where the system of controls describes every scenario, but it provides a set of principles to support informed local decision making and risk assessment.</p> <p>Children and young people aged 11 and over must wear a face covering on public transport. Face coverings should also be worn by pupils in year 7 and above when travelling on dedicated school transport to secondary school or college. This does not apply to those who are exempt.</p> <p>Travel in or out of local areas should be avoided, and parents, carers and staff should look to reduce the number of journeys they make - but travelling to deliver and access education is still permitted.</p> <p>Staff, children and their parents and carers are encouraged to walk or cycle when travelling to and from school where this is possible, and to plan ahead and avoid busy times and routes on public transport. This will allow social distancing to be practised.</p>	<p>Start and finish times for staff are staggered for those who travel on public transport. For children, start times were also adjusted to reduce journeys during peak periods. All school trips which require public transport were cancelled, and replaced with virtual trips.</p>	1	1	Low
Use of equipment	Employees Pupils	Existing risk assessments	2	3	Medium Risk	N	<ul style="list-style-type: none"> <li>- For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared</li> <li>- Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces</li> <li>- Resources that are shared between classes or bubbles, such as sports, art and science equipment should be 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.</li> <li>- Outdoor playground equipment should be more frequently cleaned</li> <li>- 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.</li> <li>- Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided</li> <li>- Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources</li> </ul> <p>Public transport considerations are included within the Vulnerability Risk Assessment to be completed for all staff</p>	<p>The use of shared resources such as pencils, pens, erasers etc. were stopped. Every child was allocated dedicated resources, and the use of books was replaced by individual whiteboards. Marking of books are done in school and Green Pen feedback is given in line with our Marking and Feedback policy. Shared use equipment for play remains restricted to the barest minimum, and sanitised after each use. Large items such as balls and skipping ropes are restricted to individual use. Only non-contact PE activities are carried out.</p>	1	1	Low
Educational Visits	Employees Pupils Members of the Public	<p><a href="#">Existing risk assessments</a></p> <p><a href="#">As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues.</a></p> <p><a href="#">Schools can resume non-overnight domestic educational visits</a></p> <p><a href="https://www.gov.uk/government/consultations/health-and">https://www.gov.uk/government/consultations/health-and</a></p>	1	2	Low	Y	<ul style="list-style-type: none"> <li>- Trips carried out in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination.</li> <li>- Make use of outdoor spaces in the local area</li> </ul>	<p>We have encouraged the maximum use of our outdoor spaces, including the Eco-Garden. External school trips and swimming lessons have been cancelled.</p>	1	1	Low




Physical Activity		<p>- Pupils should be kept in consistent groups.</p> <p>- sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>- contact sports avoided.</p> <p>- Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene</p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation</a></p> <p>- Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so</p>	1	2	Low	Y	<p>It is important that children continue to remain fit and active and, wherever possible, have the 60 active minutes of daily physical activity recommended by the Chief Medical Officers.</p> <p>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. Schools must only provide team sports listed on the return to recreational team sport framework. Competition between different schools should not take place, in line with the wider restrictions on grassroots sport.</p> <p>Pupils should be kept in consistent groups and sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p>	We have access to professional PE and Sports provision by Challenge Sports Education. The dedicated coach ensures a rich blend of physical and engaging sports, complimented by remote challenges which are evidenced online for all children with their parents' support.	1	1	Low
Wraparound Provision and extra-curricular activity	Staff, pupils	<p>Schools should be working to resume any breakfast and after-school provision, to ensure parents and carers can continue to or return to work. Schools should also work closely with any external wraparound providers which their pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day.</p> <p>Where it is not possible, or it is impractical to group children in the same bubbles as they are in during the school day - for example, if only one or two children are attending wraparound provision from the same school day bubble - schools and external providers may need to group children with others from outside their school day bubble or from a different school, where children from multiple schools are attending provision. If schools or external providers need to do this, they should seek to keep children in small, consistent groups with the same children each time, as far as this is possible.</p> <p>We recognise that schools may need to respond flexibly and build their wraparound provision up over time. Such provision will however help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.</p> <p>Schools can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children, as much of this will be useful in relation to extra-curricular provision. This includes:</p>	2	3	Medium Risk	N	<p>Out-of-school activities (including wraparound care) may continue to operate if their primary purpose is providing registered childcare, or where they are offering other childcare activities, where this is reasonably necessary to enable parents to:</p> <ul style="list-style-type: none"> <li>- work or search for work</li> <li>- undertake training or education</li> </ul> <p>Out-of-school activities may continue to operate for the purposes of respite care, including for vulnerable children.</p> <p>Out-of-school activities that are primarily used by home educating parents as part of their arrangements for their child to receive a suitable full-time education (which could include, for example, tuition centres, supplementary schools, or private tutors) may also continue to operate for the duration of the national restrictions.</p> <p>Youth support services, including 1-1 youth work and support groups, may also continue to operate.</p> <p>These settings should continue to undertake risk assessments and implement the system of controls set out in the protective measures for holiday clubs and after-school clubs and other out-of-school clubs for children during the coronavirus (COVID-19) outbreak guidance. Providers of youth services and activities should also refer to the National Youth Agency's guidance for managing youth sector spaces and activities during COVID-19, where it is relevant to do so.</p> <p>All other out of school activities, not being primarily used by parents for these purposes, should close for face-to-face provision for the duration of the national restrictions.</p>	Breakfast Club is available for parents who need additional childcare. Magic Breakfast is served in individual classes to eliminate the need for cross-bubble mixing in the Hall. Enrichment After-school clubs are limited to class bubbles, with numbers limited accordingly.	1	1	Low

Assessment Concludes With the control measures in place, we are assured that the school remains safe for user

Signatures

E. Bart-Williams 

Headteacher: A Ruthven 

Chair of Governors M Curro 