

<b>School/Academy:</b>	Dunkirk Primary School	<b>Date of assessment</b>	13/1/21 Update re: staff testing 21/1/21 Update re:LFT 30/1/21	
<b>Who might be harmed?</b>	Pupils, staff, visitors and contractors	<b>How many are affected?</b>	Whole School	
<p>The risks and control measures from the previous version of this risk assessment should be reviewed in light of the local transmission rate and the more infectious strain.</p> <p>Many of the control measures may already be deemed to be sufficient or no further actions may be deemed possible whilst the school endeavours to provide as normal a learning experience that is possible during the pandemic.</p>			<p><b>Current Tier:</b></p> <p>National Restrictions</p>	
<p><b>Reference Documents:</b> <a href="#">Guidance for full opening - schools (30<sup>th</sup> December 2020)</a>  <a href="#">Restricting attendance during the national lockdown: schools Guidance for all schools in England (January 2021)</a></p>				
<b>Date</b>	<b>Summary of school position</b> (include approximate numbers and classification of pupil cohort in school and homeworking and numbers of staff working from home)			
@campus learning pupils	104			
@home learning pupils	243			
@campus staff	56 (some part-time over the week or on 2 week rota) + 2 students			
@home staff (teaching /ECV)	32 + 1 student			
<b>Hazard Aspect</b>	<b>Possible control measures</b>	✓ if in place ✗ if not or n/a	<b>Where:</b> ✗ state action to be taken with timescales ✗ any additional control measures ✓ site specific details	<b>Residual Risk rating</b> High, medium, low
<b>Communication</b>				
Staff	<ul style="list-style-type: none"> <li>This completed risk assessment is shared with staff. Signatures are obtained.</li> </ul>	<b>Yes</b>	Via email	
	<ul style="list-style-type: none"> <li>Staff are encouraged to give regular feedback on the effectiveness of these control measures and plans, share suggestions and identify additional touch points.</li> </ul>	<b>Yes</b>	Via middle leaders	

Parents/carers, pupils and visitors	<ul style="list-style-type: none"> <li>The relevant control measures from this risk assessment are communicated to parents, carers, pupils and visitors. This includes instructing children old enough not to touch staff and their peers where possible. Signage is installed wherever necessary as a reminder.</li> </ul>	<b>Yes</b>	Via classdojo/assemblies/video messages/texts	
	<ul style="list-style-type: none"> <li>If possible, a pdf version of this completed risk assessment published on the school's website to provide transparency of approach to parents, carers and pupils. (Do not include names where any personal details are recorded).</li> </ul>	<b>Yes</b>		
Employer	<ul style="list-style-type: none"> <li>This completed risk assessment (v.4) is shared with the Governing Body and employer.</li> </ul>	<b>Yes</b>	Via governorhub	
Trade Unions	<ul style="list-style-type: none"> <li>This completed (v.4) risk assessment is shared with the recognised Trade Unions following approval by the school's Governing Body. (Do not include names where any personal details are recorded).</li> </ul>	<b>Yes</b>	Via email	
<b>Contracting / transmitting Covid-19</b>				
Preventing symptomatic persons attending school	<ul style="list-style-type: none"> <li>Pupils, parents / carers and any visitors, such as suppliers, are informed not to enter the school if they are displaying any symptoms of coronavirus:                             <ul style="list-style-type: none"> <li>a new, continuous cough</li> <li><b>or</b> a high temperature</li> <li><b>or</b> has a loss of, or change in, their normal sense of taste or smell (anosmia)</li> </ul> </li> </ul> <p><a href="#">PHE Campaign posters are available here.</a></p>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>For noting: In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus.</li> </ul>	<b>Yes</b>		
Reducing the number of persons on site	<ul style="list-style-type: none"> <li>It remains the case that wider government policy advises those who can work from home to do so considered in the wider context in keeping the school operational and safe. The minimum number of staff is on site at any given time.</li> </ul>	<b>Yes</b>	Risk assessments undertaken according to needs of each campus Both campuses open	

	<p>Where possible, the vulnerability of staff and their household to the virus is considered in determining rotas of staff working from home / school. As a rough guide the following priority list is used in the consultation with staff:</p> <ul style="list-style-type: none"> <li>○ (ECV staff - must work from home)</li> <li>○ Pregnant staff over 28 weeks</li> <li>○ CV staff with ECV household members</li> <li>○ CV staff including pregnant staff under 28 weeks</li> <li>○ Staff with ECV household members</li> <li>○ Staff with CV household members</li> <li>○ Staff in other higher risk groups (BAME, over 60-year olds) or living with higher risk individuals.</li> </ul>			
	<ul style="list-style-type: none"> <li>● The school allows and strongly encourages vulnerable children and young people to attend.</li> </ul>	<b>Yes</b>	On both campuses	
	<ul style="list-style-type: none"> <li>● Children with at least one parent or carer who is a critical worker can go to school if required. This includes parents who may be working from home. Evidence is requested confirming the critical worker status if necessary. Parents and carers who are critical workers are informed to keep their children at home if they can.</li> </ul>	<b>Yes</b>	Up to school safe number capacity	
	<ul style="list-style-type: none"> <li>● Early years provision continues to remain open and allows all children to attend full time or their usual timetable hours. Only vulnerable children and children of critical workers attend on-site reception classes.</li> </ul>	<b>Yes</b>	YN Usual timetabled hours	
	<ul style="list-style-type: none"> <li>● The school does not plan for rotas or allow children other than those who are vulnerable or whose parent or carer is a critical worker to attend on-site, even if the school believes it can accommodate more children safely.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>● Contractors undertaking statutory testing and emergency and routine repairs are permitted on site. They are advised to arrange visits outside of the school day where possible and avoid arriving and leaving site during pupil pick up and drop off times. The number and duration of face to face contacts with adults is limited as far as possible (e.g. less than 15 minutes in one day). 2</li> </ul>	<b>Yes</b>	Before and after school only unless emergency	

	<p>metre social distancing protocols are followed.</p> <ul style="list-style-type: none"> <li>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools, but are kept to the minimum. They ensure they minimise contact and maintain as much distance as possible from other staff. The number of groups taught and locations worked in are minimised to reduce the number of contacts made. Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual.</li> </ul>	<b>Yes</b>	No campus transfers
	<ul style="list-style-type: none"> <li>The school continues hosting initial teacher training (ITT) trainees throughout the national lockdown. Trainees continue to go into their school or college on placement to support teaching and also support schools in other ways, including supporting remote education, developing lesson materials and offering pastoral support</li> </ul>	<b>Yes</b>	Online and in-school Weekly testing in place
	<ul style="list-style-type: none"> <li>The School's coronavirus safety principles are communicated to essential visitors such as contractors, other non-school based services, external coaches, clubs and organisations for curricular and extra-curricular activities prior to any proposed visit.</li> <li>A dialogue is undertaken where necessary between the school and visitors regarding the schedule of the visit including the rooms to be visited and any points of discussion around social distancing and hygiene.</li> </ul>	<b>Yes</b>	
	<ul style="list-style-type: none"> <li>Parents/carers are informed that if their child needs to be accompanied to the school, only one parent/carer should attend if possible.</li> </ul>	<b>Yes</b>	All children attending @campus need to be accompanied to and from school.
	<ul style="list-style-type: none"> <li>Conversations with parent/carers are held on the telephone wherever possible. Parents/carers are informed not to enter the school building unless they have a pre-arranged appointment. The 2-metre social distancing rule applies to these meetings and kept as short as possible (e.g. less than 15 minutes).</li> </ul>	<b>Yes</b>	Telephone or zoom
	<ul style="list-style-type: none"> <li>Non-essential visitors are asked remain away from site. In determining whether the visitor is essential consider whether the meeting can be undertaken remotely, whether there are any other health and safety, financial or other significant implications of not undertaking the visit.</li> </ul>	<b>Yes</b>	All meetings online H&S/safeguarding by prior arrangement

	<ul style="list-style-type: none"> <li>• Governor meetings held virtually if possible. Any Governor meetings held in school are undertaken following social distancing protocols.</li> <li>• Governor monitoring visits are undertaken virtually if possible.</li> </ul>	Yes		Green
	<ul style="list-style-type: none"> <li>• Schools do not host any performances with an audience.</li> </ul>	Yes		
Persons at higher risk of becoming seriously ill	<ul style="list-style-type: none"> <li>• Following the reintroduction of shielding during national lockdown, <b>clinically extremely vulnerable staff</b> are advised that they should not attend the workplace.  Clinically extremely vulnerable individuals are those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list). Staff who are identified as clinically extremely vulnerable should follow the published guidance.  See also staff welfare.</li> </ul>	Yes		
	<ul style="list-style-type: none"> <li>• <b>Clinically extremely vulnerable pupils</b> are advised not to attend school during notational lockdown.</li> </ul>	Yes		
	<ul style="list-style-type: none"> <li>• The following measures are in place for <b>pregnant members of staff</b> and recorded on the pregnancy Covid risk assessment:                             <ul style="list-style-type: none"> <li>○ Up to 28 weeks: Avoid face to face contact, observe social distancing recommendations where possible.</li> <li>○ Over 28 weeks: Consider further precautions.</li> </ul> </li> </ul>	Yes	Pregnant staff working from home Individual risk assessments in place	
	<ul style="list-style-type: none"> <li>• Staff in the <b>BAME categories</b> have been individually reminded to observe good prevention practice in the workplace and home settings.  For noting: There is clear evidence that certain BAME groups have higher rates of infection, and higher rates of serious disease, morbidity and mortality. There is no strong evidence that ethnicity by itself (or genetics) is the sole explanation for observed differences in rates of severe illness and deaths. What is clear is that certain health conditions are associated with increased risk of serious disease, and these health conditions are often overrepresented in certain BAME groups. It is also clear that societal factors, such as occupation, household size, deprivation, and access to healthcare can increase susceptibility to COVID-19 and worsen outcomes following infection.</li> </ul>	Yes		

	<ul style="list-style-type: none"> <li>• <b>Clinically vulnerable</b> staff continue to attend school where it is not possible to work from home. They are individually reminded to observe social distancing where possible, face to face contact is avoided and the aide memoire is used.</li> </ul>	<b>Yes</b>	Individual risk assessments in place	
	<ul style="list-style-type: none"> <li>• <b>Staff who live with</b> those who are clinically vulnerable or clinically extremely vulnerable are individually reminded to observe good prevention practice in the workplace and home settings.</li> </ul>	<b>Yes</b>	Individual risk assessments in place	
School Visits	<ul style="list-style-type: none"> <li>• The school notes that the DfE advises against educational visits during the national lockdown.</li> </ul>	<b>Yes</b>	No visits planned	
Undertaking CPR / and First Aid	<ul style="list-style-type: none"> <li>• The following information has been shared with school first aiders: <a href="#">Resuscitation Council UK Statement on COVID-19 in relation to CPR and resuscitation in first aid and community settings</a> <a href="http://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm">www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm</a> “It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands”</li> </ul>	<b>Yes</b>		
Persons becoming symptomatic whilst in school	<ul style="list-style-type: none"> <li>• If anyone in the school becomes unwell with:                             <ul style="list-style-type: none"> <li>○ a new, continuous cough</li> <li>○ <b>or</b> a high temperature</li> <li>○ <b>or</b> has a loss of, or change in, their normal sense of taste or smell (anosmia)</li> </ul> </li> <li>• they must:                             <ul style="list-style-type: none"> <li>○ be sent home and advised to follow '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>', which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus.</li> </ul> <p>Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.</p> </li> </ul>	<b>YesA</b>	Locations where pupils could be isolated: ABC-isolation room in bird hall/back cloakroom overspill HFC-medical room/calming room overspill	
	<ul style="list-style-type: none"> <li>• PPE is available in the event that someone becomes symptomatic on site and if a distance of 2 metres cannot be maintained:</li> </ul>	<b>Yes</b>		

	<ul style="list-style-type: none"> <li>o a <b>face mask</b></li> <li>o <b>disposable gloves</b> and an <b>apron</b> if contact is necessary</li> <li>o <b>eye protection</b> if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting.</li> </ul>			
	<ul style="list-style-type: none"> <li>• If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.  Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>• Records of persons with symptoms consistent with coronavirus are kept (ref: tracker).</li> </ul>	<b>Yes</b>		
Test and Trace	<ul style="list-style-type: none"> <li>• The <a href="#">latest NHS/PHE test and trace information</a> has been shared with staff and parents. In particular, parents are encouraged to get tests for their children if they develop symptoms.</li> </ul>			
	<ul style="list-style-type: none"> <li>• The school understands the purpose of the school’s own home test kits, has decided who makes the decision to offer the kit when they have a stock and by what criteria. <a href="#">Reference</a>. “You should only offer a home test kit to individuals who have developed symptoms while at school (or to their parent or carer if it is a pupil) in the exceptional circumstance that you believe they may have barriers to accessing a test elsewhere, and that giving them a home test kit directly will therefore significantly increase the likelihood of them getting tested.”  Note that to book a test at a centre they will need their own transport (or walk). To book either a test at a centre or to request a home test kit access to the internet and mobile phone is required, or by telephoning NHS on 119.</li> </ul>	<b>Yes</b>	<p>X Both campuses running parallel @campus staff testing kits twice a week from 25/1/21 (once tests have arrived in school) Protocol shared with staff during TEAMS training session 22/1/21 Co-ordinator and administrator on each campus. Test out/result in data collection in place. Classdodjo/TEAMS to communicate any bubble closures as a result of testing.</p>	
	<ul style="list-style-type: none"> <li>• Swift action is taken when you become aware that someone who has attended school has tested positive for coronavirus (ref. symptom summary sheet v.5)</li> </ul>	<b>Yes</b>		

	<ul style="list-style-type: none"> <li>Staff and parent telephone numbers are checked for accuracy.</li> </ul>	<b>Yes</b>	Ongoing updates to parents	
	<ul style="list-style-type: none"> <li>Contact details, are kept of all other visitors to the school, including where possible, personal phone numbers.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>Ongoing records are kept of:                             <ul style="list-style-type: none"> <li>The names of pupils in the bubbles and members of staff who have accessed them.</li> <li>Any close contact that takes places between children and staff in different bubbles.</li> </ul> </li> </ul> <p>These details may be required at short notice outside the regular school day to enable the school to inform individuals to immediately self-isolate.</p>	<b>Yes</b>	Central list Parallel register on scholarpack	
	<ul style="list-style-type: none"> <li>Where staff have downloaded the NHS Covid app:                             <ul style="list-style-type: none"> <li>If staff keep their mobile phones on their person during the working day then the app can be left on.</li> <li>If staff's mobile phones are not kept on their person during the working day e.g. in a drawer or locker, they are asked to keep their mobile phones switched off or the app turned off (i.e. contact tracing paused)</li> </ul> </li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>For noting: In the event that a pupil or member of staff reports symptoms, the rest of the bubble can continue to attend school awaiting the result of the test (apart from any siblings who are in, or not in, the same bubble who must also self-isolate with the rest of their household).</li> </ul>	<b>Yes</b>		
Lateral Flow Testing	<ul style="list-style-type: none"> <li>School staff have been appointed a "COVID-19 Coordinator" who will be responsible for:                             <ul style="list-style-type: none"> <li>communicating with stakeholders</li> <li>ensuring staff are using the right instructions and that they sign for the test kits using the 'test kit log'</li> <li>reporting incidents and carry out risk management</li> <li>storing and reporting any required data</li> <li>reordering tests when required</li> </ul> </li> <li>They have read and understood the resources from the Primary portal.</li> </ul>	<b>Yes</b>	Staff training session completed Copy of training emailed to all staff	
	<ul style="list-style-type: none"> <li>The school has provided information to staff about the purpose and the process of the lateral flow testing including the recording of</li> </ul>	<b>Yes</b>	Formstack process across both campuses	

	<p>results. They are encouraged to take part. (See step 5 and model letter from the Govt. resources.)</p>			
	<ul style="list-style-type: none"> <li>Persons are identified who wish to take part. This will include directly employed staff and non-directly employed peripatetic, catering and cleaning colleagues. Participants may join or leave the arrangement at any time.</li> <li>The two test days have been decided (3-4 days apart). (It is recommended that one of these test days is Monday.)</li> </ul>	<b>Yes</b>	Staff to update co-ordinator if they wish to leave or join	
	<ul style="list-style-type: none"> <li>Staff are reminded that:                             <ul style="list-style-type: none"> <li>A negative LFT does not eliminate the possibility of an infection. In particular it will not detect individuals who are recovering from having had the virus.</li> <li>A negative LFT does not allow the individual to pause compliance with the requirements of the national lockdown, and they must continue observing covid rules within school, and social distancing and good hand hygiene outside the workplace.</li> </ul> </li> <li>The testing programme does not replace current (PCR) testing policy for those with symptoms.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>Necessary records of testing are kept.</li> </ul>	<b>Yes</b>		
Hygiene – General	<ul style="list-style-type: none"> <li>Appropriate action is taken in the event of:                             <ul style="list-style-type: none"> <li>A negative test result</li> <li>A positive test result</li> </ul> </li> </ul> <p>Two void test results</p>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>A process is in place for removing face coverings when pupils and staff who use them arrive at school. Pupils are instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>For noting: School uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</li> </ul>	<b>Yes</b>	Parents can send children in uniform or non-uniform	

	<p>The school may feel it is appropriate to relax their uniform policy whilst only certain categories of pupils are attending.</p>			
<ul style="list-style-type: none"> <li>• <a href="#">Posters</a> are displayed in every classroom to be used, at the main entrance or front office, in places visible to those at the school gate if possible, in the staffroom and in all toilets and reminders given to pupils.</li> </ul> <p>Particular pupil groups are encouraged where possible not to touch their faces or to put objects in their mouths.</p>	<b>Yes</b>			
<ul style="list-style-type: none"> <li>• Adequate soap / hand sanitizer and tissues are available for pupils and staff throughout the school and for visitors arriving at main reception. Soap and water is the preferred choice; hand sanitizer is used when the use of soap and water is not practical.</li> </ul> <p>Identified children are supervised with their use of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes are used as an alternative.</p>	<b>Yes</b>			
<ul style="list-style-type: none"> <li>• Arrangements for dealing with bodily fluids are in place. The risk assessment has been completed and appropriate disposal procedures are in place.</li> </ul>	<b>Yes</b>			
<ul style="list-style-type: none"> <li>• The best choice of bins for used tissues is a lidded bin with a pedal as you will not need to physically touch the bin lid and the tissues will be safely stored.</li> </ul> <p>Lidded swing top type bins will require the person disposing of the tissue to touch the lid, potentially contaminating it. Although that person disposing the tissue should wash their hands afterwards, the next person to use the bin who is disposing general waste may not wash their hands afterwards and potentially contaminate their hands. Therefore if these are used then they should be only for the disposal of tissues and labelled as such perhaps with a reminder to wash their hands afterwards.</p> <p>Bins without lids shouldn't be used for tissues but can be used for general waste and/or paper towels used to dry hands after washing them.</p> <p>Site staff / cleaners wash their hands after emptying the bins.</p>	<b>Yes</b>			
<ul style="list-style-type: none"> <li>• Sufficient ongoing enhanced cleaning in areas occupied by staff</li> </ul>	<b>Yes</b>			

	<p>and pupils. Any unoccupied areas due to fewer pupils being in school can be cleaned less regularly and secured and/or signed to restrict access.</p> <p>A list of touch points and surfaces that will receive regular cleaning has been created. These will include door handles, WC flush handles, WC vanity surfaces, taps, push plates, dining tables, door and gate entry systems, photocopier control panels, banisters, chairs, light switches.</p> <p>Frequently touched surfaces and touch points are cleaned using sanitizing chemicals.</p> <p>The frequency of necessary cleaning has been identified. More frequent cleaning is required of rooms / shared areas that are used by different groups.</p> <ul style="list-style-type: none"> <li>• Wherever possible contactless payments are accepted on site rather than cash. In the event that this isn't possible, office staff should wash or sanitise their hands immediately after handling any coins.</li> </ul>		<p>Cashless-use of school online payment system</p>	
<p>Hygiene – Classroom group bubble</p>	<ul style="list-style-type: none"> <li>• Soft furnishings, soft toys and toys that are hard or impossible to clean (such as play dough or those with intricate parts) have been removed from use in rooms which more than one bubble group uses.</li> </ul>	<p><b>Yes</b></p>		
	<ul style="list-style-type: none"> <li>• Unnecessary items are removed from classrooms and other learning environments where there is space to store it elsewhere as this reduces the amount of cleaning required.</li> </ul>	<p><b>Yes</b></p>		
	<ul style="list-style-type: none"> <li>• Teaching staff may wish to clean articles or areas within the classroom during the school day e.g. books after being touched by pupils, touch points within their class, e.g. in the event a pupil has dropped a used tissue on a table:</li> </ul> <p>It is safest that teaching staff use sanitising wipes for this purpose. If other cleaning chemicals are used then additional COSHH risk assessments, training and PPE may be required. These chemicals should be purchased in the dilution ready for use, kept in the original bottles and stored securely within the classroom.</p>	<p><b>Yes</b></p>		
	<ul style="list-style-type: none"> <li>• Teachers wash or sanitise their hands before and after handling pupils' books.</li> <li>• Activities are avoided which involve passing items around a class</li> </ul>	<p><b>Yes</b></p> <p><b>Yes</b></p>	<p>Books kept in pupil own trays</p> <p>Pupils have own trays with resources</p>	

	<p>where it does not contribute to pupil education and development. The sharing of books, other resources and equipment is avoided where possible.</p> <p>Staff and pupils have their own pencils and pens, which are not shared. Consider labelling items with pupils' names.</p>			
	<ul style="list-style-type: none"> <li>Shared materials such as books and games and surfaces are cleaned and sanitised more frequently. Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities are washed before and after use.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>Resources that are shared <b>between</b> bubbles, such as sports, art and science equipment are cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</li> </ul>	<b>Yes</b>	Rota in place. Any campus changes over a holiday period	
	<ul style="list-style-type: none"> <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> </ul>	<b>Yes</b>	Bag/lunch box/fruit snack/ water bottle	
	<ul style="list-style-type: none"> <li>The amount of shared resources that are taken home are limited.</li> </ul>	<b>Yes</b>	Reading book rota	
	<ul style="list-style-type: none"> <li>Ensure that reusable drinking cups are not shared between pupils. Consider replacing reusable drinking cups with disposable cups.</li> </ul>	<b>Yes</b>	Pupils have own water bottle	
	<ul style="list-style-type: none"> <li>Children and staff are encouraged to flush toilets with the lid down to avoid the possibility of an aerosol. Where there are toilets without lids in nurseries a temporary cover is placed over the toilet when <b>staff</b> have to flush nursery toilets.</li> </ul>	<b>Yes</b>		
PPE ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>Adequate necessary Personal Protective Equipment (PPE) is available for cleaning tasks, personal care, first aid and certain medical procedures.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>Training and instruction have been provided for the putting on, removing and disposal of PPE.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>Risk assessments in place for medical procedures have been reviewed in light of the pandemic (contact the medical professional who created or assisted with the creation of the risk assessment) and in particular noting whether any additional PPE is necessary.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>Aerosol generating procedures (AGPs):</li> </ul>	<b>Yes</b>		

	<p>Within education settings these are only undertaken for a very small number of children with complex medical needs, such as those receiving tracheostomy care. Staff performing AGPs in these settings follow Public Health England’s personal protective equipment (PPE) guidance on aerosol generating procedures, and wear the correct PPE which is:</p> <ul style="list-style-type: none"> <li>○ a FFP2/3 respirator</li> <li>○ gloves</li> <li>○ a long-sleeved fluid repellent gown</li> <li>○ eye protection</li> </ul>			
<p>Face coverings in school</p> <p>(Face coverings are instead largely intended to protect others, not the wearer, against the spread of infection because they cover the nose and mouth, which are the main confirmed sources of transmission of virus that causes coronavirus infection)</p>	<ul style="list-style-type: none"> <li>• The Head Teacher has determined whether to ask staff or visitors to wear, or agree to them wearing face coverings in circumstances where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms.</li> </ul> <p>Note that some individuals are exempt from wearing face coverings. (Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided).</p>	<b>Yes</b>	Face coverings to be worn on premises	
	<ul style="list-style-type: none"> <li>• Staff will now have access to face coverings due to their increasing use in wider society.</li> </ul> <p>In the event that the Head Teacher recommends face coverings in circumstances identified above and where staff or visitors are struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, a small contingency supply available to meet such needs.</p>	<b>Yes</b>	Stored on first aid trolleys	
	<ul style="list-style-type: none"> <li>• Instructions are displayed / provided for wearers of face coverings of the correct way– available as a <a href="#">list here</a> and an <a href="#">infographic here</a></li> </ul>	<b>Yes</b>		
<p>Reducing number of touchpoints</p>	<ul style="list-style-type: none"> <li>• Touchpoints are reduced by propping open non-fire doors. Fire doors can only be held open throughout the school day with dedicated automatic closing devices.</li> </ul>	<b>X</b>	Partial-Additional door closures ordered	
	<ul style="list-style-type: none"> <li>• Only use touch screen signing in systems if it can be ensured that</li> </ul>	<b>Yes</b>		

	<p>only the bar code reader is used or hands are sanitised straight afterward after touching and the screens are cleaned on a regular basis at appropriate times.</p> <ul style="list-style-type: none"> <li>Consider whether drinking fountains need to be taken out of action.</li> </ul>	<b>Yes</b>	Fountains shut off	
Site to site visits	<ul style="list-style-type: none"> <li>Staff who travel from school to another site during work hours for work purposes (i.e. not the commute) on public transport have been provided surgical face masks or the following information: <a href="https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering">https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering</a></li> </ul>	<b>Yes</b>		
<b>Contracting / transmitting Covid-19 – including the “Bubble” Model</b>				
Parents and pupils travelling to school	<ul style="list-style-type: none"> <li>Parents/carers and pupils are encouraged to walk or cycle to the school where possible.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>The school has considered how pupils arrive at school, and how to reduce any unnecessary travel on coaches, buses or public transport where possible.</li> </ul> <p>Consider undertaking a parental survey on their typical mode of travel. Consider staggered start times to enable more public transport journeys to take place outside of peak hours.</p>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>Families using public transport are referred to the safer travel guidance for passengers: <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a></li> </ul>	<b>Yes</b>		
Organising the school day	<ul style="list-style-type: none"> <li>Drop-off and collection times are staggered but these should not reduce the amount of overall teaching time. Specific arrangements are determined where parents/carers have children in different year groups.</li> </ul>	<b>Yes</b>	Regular reminders needed re: wearing a face covering and social distancing	
	<ul style="list-style-type: none"> <li>Parents/carers' drop-off and pick-up protocols that minimise adult to adult contact are in place. Parents/carers are instructed not to congregate in groups on, or directly outside the school premises.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>Break times including lunch are staggered so that all pupils are not moving around the school at the same time.</li> </ul>	<b>Yes</b>		
Foyer / Reception	<ul style="list-style-type: none"> <li>Consider marking the ground directly outside the front entrance with tape or temporary paint at 2 metre intervals and display instructional</li> </ul>	<b>Yes</b>	Chain link at HFC	

	<p>signage.</p> <ul style="list-style-type: none"> <li>Consider marking the floor of the foyer with tape at 2 metre intervals, and in doing so identify how many individuals (or pairs of individuals from the same household) can safely be present in the foyer at any one time. Instructional signage is displayed. Office staff to only allow this identified number into the foyer in at any one time – the front entrance door will need to be on the door entry control system if installed.</li> <li>Existing reception screens are kept in the closed position wherever possible. Floor markings are installed if screens are not in place and there is no other barrier preventing the visitor approaching 2 metres from the receptionist. (Note that 1 metre distance is acceptable where screens are fitted)</li> </ul>	<p><b>Yes</b></p> <p><b>Yes</b></p>	<p>No entry to HFC admin ABC behind glass screen</p>	
Office ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>Consider splitting administration staff with staff working from home on alternate days. For larger teams fixing these splits (cohorting), so that where contact is unavoidable, this happens between the same individuals.</li> <li>The office layout has been examined such that workstations that are usable at the same time (i.e. 2 metres apart) have been identified. If the proposed workstations are closer than 2 metres (but at least 1 metre) and the office activity needs to continue in this manner, all the following actions must be undertaken where possible to reduce the risk: <ul style="list-style-type: none"> <li>Further increasing the frequency of hand washing and surface cleaning.</li> <li>Keeping the activity time involved as short as possible.</li> <li>Using screens or barriers to separate people from each other.</li> <li>Using back-to-back or side-to-side working (rather than face to-face).</li> </ul> </li> <li>Hot desks are avoided where possible. Where not possible, workstations are cleaned in between use.</li> </ul>	<p><b>Yes</b></p> <p><b>Yes</b></p> <p><b>Yes</b></p>	<p>Weekly plan in place</p> <p>1x staff member per office space</p>	
Meeting rooms	<ul style="list-style-type: none"> <li>Remote working tools (Teams, Zoom, Meet) are used to avoid in-person meetings where possible.</li> </ul>	<p><b>Yes</b></p>	<p>All meetings online</p>	

	<ul style="list-style-type: none"> <li>Only absolutely necessary participants physically attend meetings and they maintain social distancing guidelines (2m, or 1m with risk mitigation where 2m is not viable).</li> </ul>	<b>Yes</b>	No face to face meetings	
	<ul style="list-style-type: none"> <li>Pens, documents and other objects are not shared.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>Hand sanitiser is provided in meeting rooms.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>Meetings are held outdoors or in well-ventilated rooms whenever possible.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>For areas where regular meetings take place, floor signage is used to help people maintain social distancing.</li> </ul>	<b>Yes</b>		
Staff room	<ul style="list-style-type: none"> <li>Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. Staff can continue to use the staff room if they apply social distancing measures:                             <ul style="list-style-type: none"> <li>Identify seating that can be used 2 metres apart. Back to back seating is preferred. Tape off other seating.</li> <li>Stagger staff breaktimes</li> <li>Instruct staff not to congregate at the kitchen area.</li> </ul> </li> <li>Notices promoting hand hygiene and social distancing are visibly placed in the staff room.</li> </ul>	<b>Yes</b>		
		<b>Yes</b>		
Corridors	<ul style="list-style-type: none"> <li>Movement around the school site is kept to a minimum. Busy corridors, entrances and exits are avoided. Staggered break times and lunch times are considered as necessary.</li> <li>Consider one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors.</li> </ul>	<b>Yes</b>	Staggered breaks in place Year group exit/entry points allocated	
		<b>Yes</b>		
Classrooms	<ul style="list-style-type: none"> <li>Small adaptations are made to the classroom to support distancing where possible. This include:                             <ul style="list-style-type: none"> <li>seating pupils side by side and facing forwards, rather than face to face or side on.</li> <li>moving unnecessary furniture out of classrooms to make more space if necessary.</li> </ul> </li> <li>Bubble sizes are kept as small as possible noting that fewer pupils per bubble will mean a greater number of bubbles and therefore</li> </ul>	<b>Yes</b>	Seating plans in place Y1-6	
		<b>Yes</b>	12 limit 1 bubble per year group Nursery open	

	greater number of staff on site.			
	<ul style="list-style-type: none"> <li>Ideally, adults maintain a 2-metre distance from each other, and from children. They avoid close face to face contact and minimise time spent within 1 metre of anyone.</li> </ul> <p>This will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support are provided as normal.</p> <p>This is not likely to be possible with younger children however teachers can still work across groups if that is needed to enable a full educational offer.</p> <p>Social distancing should be encouraged between pupils wherever possible if this doesn't adversely affect learning.</p> <p>e.g. where there are fewer pupils in the class, they could be spaced out more. The 2-metre distance to the teacher at the front of the class may be easier to implement with the front row of desks vacant, assuming that the teacher does not need to raise their voice.</p>	<b>Yes</b>	Regular reminders to @campus based staff	
	<ul style="list-style-type: none"> <li>All teachers and other staff can operate across different classes in order to facilitate the delivery of the school timetable. (Note that in the event that a member of staff develops coronavirus symptoms and tests positive then their close contacts across all these bubble groups may need to be sent home to self-isolate).</li> </ul>	<b>Yes</b>	Campus staff stay allocated to campus Staff wait 72 hours before moving classes	
	<ul style="list-style-type: none"> <li>The bubble groups (pupils) do not mix with other bubble groups throughout the school day.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>Classrooms are accessed directly from outside where possible.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>Pupils occupy the same classroom throughout the school day where possible. Where unavoidably different groups of pupils use the same classroom at different times, the area is cleaned adequately in between their occupancy.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>Pupils who routinely attend more than one setting on a part time basis have been identified and additional measures put in place as necessary.</li> </ul>	<b>Yes</b>	N/A	
Lunchtime arrangements	<ul style="list-style-type: none"> <li>A range of measures are considered and implemented to reduce the risk of transmission and contamination:</li> </ul>	<b>Yes</b>	ABC eyfs bubble eat in their shared area ABC Y1-3 bubbles eat in classrooms HFC Bay eat in own area	

	<ul style="list-style-type: none"> <li>○ Lunches are served and eaten within the bubble classroom</li> <li>○ Several lunch sittings are organised.</li> <li>○ The hall is zoned such that two or more groups may use it at the same time, with timings staggered so that different bubbles are not queuing whilst waiting to be served at the same time. Separate waste stations are provided. Social distancing between bubbles can be encouraged with the following measures: folding hall partition dividers, freestanding screens or floor markings. The ability of pupils to follow the social distancing rules has been taken into account within these measures.</li> <li>○ Midday Supervisors are allocated to the lowest number of consistent bubble groups.</li> <li>○ Suitable cleaning for infection control purposes is undertaken between any bubble groups usage of a space (mandatory).</li> </ul>		HFC Y4-6 staggered times and allocated spaces in dining hall	
Curriculum: Science and D&T	<ul style="list-style-type: none"> <li>● CLEAPSS guides are followed as necessary:                             <ul style="list-style-type: none"> <li>○ <a href="#">P110 Practical activities in a bubble</a></li> <li>○ <a href="#">P104 Managing hands-on activities in schools in locally locked down areas</a></li> <li>○ <a href="#">P112 Practical activities for children in locally locked down areas.</a></li> </ul> </li> </ul>	<b>Yes</b>		
Curriculum: School Sport	<ul style="list-style-type: none"> <li>● PE, sport and physical activity provided by schools to their own pupils under their systems of control can continue. This includes sports clubs or activities before or after school, in addition to their regular PE lessons. Competition between different schools do not take place, in line with the local restrictions on grassroots sport.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>● Contact sports are avoided. The school only provides team sports on the list available at <a href="#">return to recreational team sport framework</a>. Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>● Distancing is maximised between pupils as much as possible during all activities.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>● Pupils are kept within their bubble groups. Multiple bubble groups may use outdoor space at the same time providing they is a significant distance from each other at all times and equipment is</li> </ul>	<b>Yes</b>		

	not shared.			
	<ul style="list-style-type: none"> <li>• Scrupulous attention is paid towards cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise.</li> </ul> <p>Sports equipment thoroughly cleaned (or kept in quarantine for 72 hours) between each use by different individual groups.</p>	<b>Yes</b>		
Curriculum: Music, dance and drama in school	<ul style="list-style-type: none"> <li>• Singing, wind and brass playing do not take place in larger groups. In smaller groups as additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space, the mitigations should be assessed to see whether they are adequate.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>• Particular care is taken in all music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama. Pupils should use seating where practical to help maintain social distancing.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>• Any background or accompanying music is kept to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, microphones are used to reduce the need for shouting or prolonged periods of loud speaking or singing.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>• Playing instruments and singing in groups take place outdoors wherever possible.</li> </ul> <p>If indoors, a room is used with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation.</p>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>• Shared equipment is avoided wherever possible. Name labels on equipment have been considered to help identify the designated user. Handling of music scores, parts and scripts is limited to the individual using them.</li> </ul> <p>If instruments and equipment have to be shared, they are disinfected regularly.</p> <p>Increased handwashing is undertaken before and after handling</p>	<b>Yes</b>		

	<p>equipment, especially if being used by more than one person.</p> <ul style="list-style-type: none"> <li>The number of suppliers when hiring instruments and equipment is limited. Hired equipment, tools or other equipment is cleaned on arrival and before first use.</li> </ul>	<b>Yes</b>		
School hall	<ul style="list-style-type: none"> <li>Large gatherings such as assemblies or collective worship with more than one bubble group are not undertaken.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>Halls, dining areas and internal and external sports facilities for exercise may be used by single bubble groups with adequate cleaning between the groups.</li> </ul>	<b>Yes</b>		
Pupil toilets	<ul style="list-style-type: none"> <li>Wherever possible, individual groups of pupils (the bubble) are allocated their own toilets. This ideally would be their own toilet block. Alternatively, a set of cubicles and sinks could be divided into two where two classrooms share a single block and signage displayed (consider maturity of pupils in following these rules). However, different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</li> </ul>	<b>Yes</b>		
Playground and school field	<ul style="list-style-type: none"> <li>The school makes use of outdoor spaces to support delivery of the curriculum – outdoor education can limit transmission and more easily allow for distance between pupils and staff.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>The use of play equipment is examined, ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously.</li> </ul>	<b>Yes</b>	Trim trail weekly rota	
	<ul style="list-style-type: none"> <li>Pupils playing outside are encouraged to undertake non-touch activities wherever possible. Groups of pupils do not mix.</li> </ul>	<b>Yes</b>		
Lack of air changes / ventilation	<ul style="list-style-type: none"> <li>Mechanical ventilation systems have been adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply). Further advice available <a href="#">here</a> (HSE) and <a href="#">here</a> (CIBSE).</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>Natural ventilation is used to help reduce the risk of spreading coronavirus:</li> </ul>	<b>Yes</b>		

	<ul style="list-style-type: none"> <li>○ <b>Opening windows</b> (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).</li> <li>○ <b>Opening internal doors</b> (note that this also has the benefit of reducing touch points).</li> <li>○ <b>Opening external doors</b> where there are no security concerns and where it doesn't create uncomfortable drafts.</li> </ul>			
	<ul style="list-style-type: none"> <li>● To balance the need for increased ventilation <b>while maintaining a comfortable temperature</b>, the following measures should also be used as appropriate:                             <ul style="list-style-type: none"> <li>○ <b>Opening high level windows</b> in preference to low level to reduce draughts</li> <li>○ <b>Increasing the ventilation while spaces are unoccupied</b> (e.g. before and after classes, during break and lunch)</li> <li>○ Providing flexibility to <b>allow additional, suitable indoor clothing</b>.</li> <li>○ <b>Rearranging furniture</b> where possible to avoid direct drafts.</li> </ul> </li> </ul>	Yes		
	<ul style="list-style-type: none"> <li>● Heating is used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> </ul>	Yes		
Breakfast and After School Clubs ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>● Where possible, breakfast club and after school provision is provided to help support the children of critical workers.</li> </ul>	Yes	Not possible due to staffing/numbers	
	<ul style="list-style-type: none"> <li>● Schools keep children within their day bubbles where possible in these clubs. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</li> </ul>	Yes		
Hiring out the school facilities	<ul style="list-style-type: none"> <li>● Risk assessments / covid-safe procedures are requested from external bodies or organisations such as external coaches or after-school or holiday clubs. In doing so, the schools should ensure that they complement the school's risk assessment measures and they have had due regard to any other <a href="#">relevant government guidance</a>.</li> </ul>	Yes		
<b>Operational issues</b>				

Availability of staff	<ul style="list-style-type: none"> <li>Trained staff are available to support pupil personal needs e.g.                             <ul style="list-style-type: none"> <li>lifting, use of hoists</li> <li>intimate care</li> <li>managing medical needs including medicines</li> </ul> </li> <li>Sufficient Physical Intervention trained staff are on site (see “other issues” below)</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>Contingency plans have been explored in the event that key members of staff are unavailable to work e.g. they are self-isolating.</li> </ul>	<b>Yes</b>		
Supervision	<ul style="list-style-type: none"> <li>Supervision ratios are met (for identified individual pupils)</li> </ul>	<b>Yes</b>		
First Aid	<ul style="list-style-type: none"> <li>Adequate number of first aiders (FAW / EFAW) are on site.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>Adequate number of paediatric first aiders are on site.</li> </ul>	<b>Yes</b>		
Catering	<ul style="list-style-type: none"> <li>Assurance has been obtained that the school’s catering provider complies with the <a href="#">guidance for food businesses on coronavirus</a>.</li> </ul>	<b>Yes</b>		
<b>Site Health and Safety Concerns (General)</b>				
Legionella	<ul style="list-style-type: none"> <li>Rarely used outlets have been identified taking into account current usage of taps.</li> </ul>	<b>Yes</b>		
Fire Procedures	<ul style="list-style-type: none"> <li>Fire drills are undertaken as normal.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>No changes are required to the fire evacuation procedures apart from the assembly point is organised with 2 metre social distancing between the bubble groups. (Social distancing is not <i>required</i> during the evacuation between anyone and between members of the same bubble group at the assembly point).</li> </ul>	<b>Yes</b>		
<b>Personal Health and Safety Concerns (General)</b>				
Pupil Behaviour ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>The school behaviour policy has been updated to reflect the new rules and routines, setting clear, reasonable and proportionate expectations of pupil behaviour. These have been communicated to staff, pupils and parents/carers. The consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions have been set out clearly at the earliest opportunity. This is particularly the case when considering restrictions on movement</li> </ul>	<b>Yes</b>		

	within school and new hygiene rules (see also SEND section below).			
SEND pupils	<ul style="list-style-type: none"> <li>Individual pupil risk assessments are subject to regular reviews noting any behavioural changes with the pupil on site.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>The school uses their best endeavours to secure the special educational provision called for by the pupils' needs. The school work with families to deliver an ambitious curriculum noting that they may not be able to access remote education without adult support.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>Appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</li> </ul>	<b>Yes</b>		
Staff welfare and staff redeployment	<ul style="list-style-type: none"> <li>Governing boards and school leaders have regard to staff (including the Head Teacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>Schools have considered the potential concerns of staff who may be reluctant or anxious about being in school and the right support is in place to address this. This may include staff who have been in the clinically vulnerable health and BAME groups and families that have been personally affected.</li> </ul> <p>The school has discussed their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school.</p>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>Wellbeing support for all staff is in place and also for those that require additional support (ref: HR Trauma process and Bereavement Policy).</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>Telephone counselling services are available.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>Appropriate support and contact is provided to staff who are home working, particularly for extended periods of time.</li> </ul> <p><a href="https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips/">https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips/</a></p>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>Teaching assistants may be deployed to lead groups or cover</li> </ul>	<b>Yes</b>		

	<p>lessons, under the direction and supervision of a qualified, or nominated, teacher</p> <p>Any redeployments are not at the expense of supporting pupils with SEND.</p> <ul style="list-style-type: none"> <li>Managers have discussed and agreed any changes to staff roles with individuals. Planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE’s <a href="#">workload reduction toolkit</a>.</li> </ul> <p>DfE has also published a range of resources, including <a href="#">case studies to support remote education</a> and help address staff workload, this includes case studies on managing wellbeing.</p> <p>Where staff have been temporarily redeployed to different roles, they have the appropriate skills, expertise and experience to carry out the work.</p>	Yes		
Pupil welfare and mental health support ( <a href="#">Reference</a> )	<ul style="list-style-type: none"> <li>The <a href="#">Wellbeing for Education Return</a> programme and referrals to the local NHS children and young people’s mental health service are made where pupils including vulnerable children are experiencing severe anxiety or depression as a result of the pandemic.</li> <li>The school has considered the provision of pastoral and extra-curricular activities to pupils, particular groups or individuals designed to: <ul style="list-style-type: none"> <li>support the rebuilding of friendships and social engagement</li> <li>address and equip pupils to respond to issues linked to coronavirus</li> <li>support pupils with approaches to improving their physical and mental wellbeing</li> </ul> <p>The school considers how they are working with school nursing services to support the health and wellbeing of their pupils.</p> </li> <li>The pandemic may lead to some pupils experiencing bullying, discrimination or harassment, for example due to their ethnicity or nationality, or perceived illness.</li> </ul> <p>This is monitored and appropriate proactive and reactive measures taken.</p>	Yes		
	<ul style="list-style-type: none"> <li>The school has considered the provision of pastoral and extra-curricular activities to pupils, particular groups or individuals designed to: <ul style="list-style-type: none"> <li>support the rebuilding of friendships and social engagement</li> <li>address and equip pupils to respond to issues linked to coronavirus</li> <li>support pupils with approaches to improving their physical and mental wellbeing</li> </ul> <p>The school considers how they are working with school nursing services to support the health and wellbeing of their pupils.</p> </li> </ul>	Yes		
	<ul style="list-style-type: none"> <li>The pandemic may lead to some pupils experiencing bullying, discrimination or harassment, for example due to their ethnicity or nationality, or perceived illness.</li> </ul> <p>This is monitored and appropriate proactive and reactive measures taken.</p>	Yes		
<b>Other Issues</b>				

Remote Education	<ul style="list-style-type: none"> <li>Remote education plans are in place for individuals or groups of self-isolating pupils or because they are complying with clinical or public health advice.</li> </ul> <p>The remote education provided is equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided is as a minimum:</p> <ul style="list-style-type: none"> <li>Key Stage 1: 3 hours a day on average across the cohort, with less for younger children</li> <li>Key Stage 2: 4 hours a day</li> </ul>	<b>Yes</b>		
Training certificates that have expired during the partial closure.	<ul style="list-style-type: none"> <li>Expired group and individual training certificates have been identified.</li> </ul> <p>Some training may be available via virtual learning (Teams, Zoom, Meet)</p> <p>Some refresher requalification training may be available via eLearning.</p>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>FAW or EFAW certificates that expired after 16 March 2020 can remain valid until 31 October 2020 or 6 months from date of expiry, whichever is later. All requalification training for these certificates should be completed by 31 March 2021.</li> </ul> <p>The validity of current paediatric certificates first aid certificates which expired on or after 16 March 2020 can be extended to 25 November 2020 at the latest.</p>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.</li> </ul>	<b>Yes</b>		
Incident Reporting	<ul style="list-style-type: none"> <li>A case of disease is recorded via the school's incident reporting system and to the HSE (via RIDDOR) where a confirmed diagnosis of COVID-19 is likely to have been caused by an occupational exposure, that is, whether or not there is reasonable evidence that a work-related exposure is the likely cause of the disease.</li> </ul> <p><a href="https://notifications.hse.gov.uk/riddorforms/Disease">https://notifications.hse.gov.uk/riddorforms/Disease</a></p> <p>(Contact your Safety Adviser for advice)</p>	<b>Yes</b>		
Safeguarding	<ul style="list-style-type: none"> <li>DSL or a deputy always available during school hours for staff.†</li> </ul>	<b>Yes</b>	DSL teams for @ school or @home	

	(Note the potential for school leaders to self-isolate)			
	<ul style="list-style-type: none"> <li>• DSLs (and deputies) are provided with more time to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children’s social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>• When a vulnerable child is asked to self-isolate, schools notify their social worker (if they have one).</li> </ul>	<b>Yes</b>		
	<ul style="list-style-type: none"> <li>• If vulnerable children do not attend, the school:                             <ul style="list-style-type: none"> <li>○ works together with the LA and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance considering the child’s circumstances and their best interests</li> <li>○ work together with the LA and social worker (where applicable) and other relevant partners to encourage the child or young person to attend educational provision, particularly where the social worker agrees that the child or young person’s attendance would be appropriate</li> </ul> </li> <li>• Where schools grant a leave of absence to a vulnerable child they will speak to parents and carers, and social workers (where applicable) to explore the reasons for this and any concerns raised. The discussions should focus on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home.</li> <li>• Where providers have had to temporarily stop on-site provision on public health advice, they inform the LA to discuss alternative arrangements for vulnerable children and young people and work towards welcoming back pupils as soon as possible, where feasible to do so.</li> </ul>	<b>Yes</b>		
School Meals	<ul style="list-style-type: none"> <li>• The school continues to provide free school meal support to pupils who are eligible for benefits related free school meals and who are not attending school.</li> </ul>	<b>Yes</b>		
Reviews	<ul style="list-style-type: none"> <li>• Regular reviews are undertaken on the effectiveness of the control measures and plans and changes are made accordingly. The school follows any forthcoming instructions from the employer,</li> </ul>	<b>Yes</b>		

	government advice, and national or local directions from Public Health England. <ul style="list-style-type: none"> <li>• Updates are highlighted on the risk assessment and shared with staff.</li> </ul>	<b>Yes</b>		
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<b>Are there any other foreseeable hazards associated with Covid-19?</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Additional Hazards</b>	<b>List any additional control measures required</b>	<b>Residual Risk rating</b> High, medium, low

† **Designated safeguarding leads (DSLs)**

The optimal scenario for any school is to have a trained DSL or deputy available on site. It is recognised this may not be possible, and where this is the case there are 2 options to consider:

- a trained DSL or deputy from the school can be available to be contacted via phone or online video - for example working from home
- sharing trained DSLs or deputies with other schools (who should be available to be contacted via phone or online video)

Where a trained DSL or deputy is not on site, in addition to one of the above options, the department recommend a senior leader takes responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection files, liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

Whatever the scenario, it is important that all school staff and volunteers have access to a trained DSL or deputy and know on any given day who that person is and how to speak to them.

- Reference Websites:**
- [www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings](http://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings)
  - [www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak](http://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak)

<b>ASSESSED BY (Print name)</b> Heidi Hollis	<b>SIGNED</b> H E Hollis	<b>DATE</b> 13/1/21 21/1/21 30/1/21
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