

<b>Risk Assessment – Covid-19 (Autumn Term Reopening)</b>		<b>August 2020</b>	<b>Pegasus Primary , Oxford.</b>
<b>Responsible Person</b>	Ruth Akrigg - Headteacher (Harry Paget-Wall Collins- Exec. Principal)		
<b>Other Persons Involved</b>	Jane Caffyn (Exec. Business Manager), All Staff and Governors		
<b>Guidance Material Considered</b>	<ul style="list-style-type: none"> <li>• DfE – <a href="#">Guidance for Full Opening – Schools</a> (2 July)</li> <li>• DfE - <a href="#">Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak</a> (2 July)</li> <li>• DfE - <a href="#">Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</a> (1 July)</li> <li>• DfE - <a href="#">Coronavirus (COVID-19): guidance on isolation for residential educational settings</a> (27 May)</li> <li>• BEIS - <a href="#">Working safely during coronavirus (COVID-19) Offices and Contact Centres</a> (24 June) Note: this guidance covers office safety such as that carried out by support staff which is not explicitly covered in the education-focussed DfE guidance.</li> <li>• NHS - <a href="#">Test and Trace – How it works</a> (11 June)</li> </ul>		

<b>Details- All local arrangements are in red</b>		
<p>Covering staff and pupil H&amp;S and completion of key compliance tasks during the Covid-19 pandemic, for the reopening of schools in Autumn 2020 and for those staff who will continue to work from home.</p> <p>To minimise the risk of infection to all persons, the following system of controls has been applied by the school</p> <ol style="list-style-type: none"> <li>1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school- <b>parent video has been sent to ensure coverage of these expectations.</b></li> <li>2) Clean hands thoroughly more often than usual- <b>every hour hand washing routine in the classrooms introduced. New sinks and hand washing facilities in place internally and externally to ensure adequate facilities</b></li> <li>3) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach-<b>new tissue stations in class introduced</b></li> <li>4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach-<b>Cleaners have checklist and lunchtime cleaning session introduced for communal areas, frequent touch surfaces and classrooms when children on break.</b></li> <li>5) Minimise contact between individuals and maintain social distancing wherever possible- <b>class bubbles introduced in Year 1-6; EYFS in year group bubbles.</b> <b>There are intervention bubbles such as Nurture provision- social distancing and increased hygiene in place.</b> <b>Phonic teaching will be social distanced if not in class bubble.</b> <b>Break and Lunch are also staggered organised in class bubbles to prevent cross over classes and groups.</b> <b>The hall for dining has been reduced occupancy to allow social distance between bubbles.</b> <b>Where there is specialist teachers 2 metre social distancing will be kept to allow social distance- Class TA will support children if needed in these lessons.</b></li> <li>6) Where necessary, wear appropriate personal protective equipment (PPE)- <b>First Aid point will be where PPE will be worn if there is a suspected case and EYFS through intimate care procedures.</b></li> <li>7) Engage with the NHS Test and Trace process- <b>parents informed through video expectations of school need for engagement. Website reminders.</b></li> </ol>		<b>Are Control Measures – Yes</b>

8)	Manage confirmed cases of coronavirus (COVID-19) amongst the school community – OCC informed, Regional Director informed and PHE when required. Parents receive letter of suspected cases and kept bubble kept updated.
9)	Contain any outbreak by following local health protection team advice- advice in place. OCC and PHE.
	<ul style="list-style-type: none"> <li>Numbers 1 to 4 are in place in all the time.</li> <li>Number 5 is carefully considered with suitable management strategies deployed that account for the specific operating characteristics of the school. Details of which are included in this risk assessment.</li> <li>Number 6 applies only in specific circumstances.</li> <li>Numbers 7 to 9 are followed in every case where they are relevant.</li> </ul>

Hazard	Who is at Risk	How Can the Hazards Cause Harm	Control Measures Currently in Place	In Place?	Residual Risk Acceptable?
Infection Control (people)	Staff, Pupils, Visitors	Staff contracting COVID-19	<ul style="list-style-type: none"> <li>The individual employee risk assessment is under review by central office and a revised version is due in early August to reflect the Government advice applicable at that time. – Review Sept 1<sup>st</sup> with vulnerable employees.</li> <li>Any staff who are not required in school and can continue to work from home will continue to do so.</li> <li>Health screening of staff carried out weekly (are you unwell, is anyone in your household unwell) with records held on employee file. – Screening worksheet tool to be submitted every Monday by staff using Microsoft Forms.</li> <li>Any staff member with symptoms of COVID-19 is sent home to self-isolate for 7 days and instructed to undertake a COVID-19 test. Their household members are required to self-isolate for 14 days.</li> <li>To support the testing process, the school have been provided with a supply of home testing kits- awaiting</li> <li>If the test is positive:               <ul style="list-style-type: none"> <li>The staff member remains off for 7 days from the onset of symptoms and after that they can return if they feel well enough. They can return if a cough or anosmia persist beyond this time.</li> <li>The staff member must engage with the NHS Test and Trace programme.</li> <li>The staff member must notify the school immediately.</li> <li>The school contact their local Health Protection Team for advice on any further action required in school.</li> <li>The school will review the case against the Group guidance on COVID-19 and ARMS to establish if it was likely that the infection was contracted as a result of occupational exposure.</li> </ul> </li> <li>If the test is returned negative the staff member can return to school when they feel well enough to do so.</li> <li>Where a staff member indicates an individual in their household is unwell with symptoms compatible with COVID-19, they must self-isolate for up to 14 days. Under the Test and Trace programme there is an</li> </ul>	Yes	Yes

			<p>expectation that their symptomatic household member is tested. If this test result is negative the staff member can return to school if they do not have any COVID-19 related symptoms.</p>		
		<p>Pupils contracting COVID-19</p>	<ul style="list-style-type: none"> <li>Any pupil with symptoms of Covid-19 should not attend school for 7 days and is expected to undertake a test under the NHS Test and Trace programme. The pupil/parents are instructed to notify the school immediately if a positive result is obtained. – Parental video has been shared August 20 and on website</li> <li>To support the testing process, the school have been provided with a supply of home testing kits.- awaiting</li> <li>Where a positive result is obtained, the school will contact the local Health Protection Team for advice on any further action required. Flow chart in place including contacting OCC</li> <li>A negative result means the pupil can return to school.</li> <li>Where a pupil indicates an individual in their household is unwell with symptoms compatible with Covid-19, they must self-isolate for up to 14 days. Under the Test and Trace programme there is an expectation that their symptomatic household member is tested. If this test result is negative the pupil can return to school if they do not have any COVID-19 related symptoms.</li> </ul>	<p>Yes</p>	<p>Yes</p>

		Visitors contracting COVID-19	<ul style="list-style-type: none"> <li>All visitors to site carefully managed and identification details recorded and held for 21 days to support the Test and Trace process if called upon; <b>Identification to held with contractors for SBM to inform in case of outbreak.</b></li> <li>Details of local procedures communicated to all visitors before they come to site. – <b>Handout for contractors from SBM and discussion when booking taking place.</b></li> <li>Parents advised to drop children off alone, i.e. not to come with partners or family – <b>One way system for staggered drop off at gate supervised by Senior staff.</b></li> </ul> <p><b>Parent handbook and video shared fully explaining the processes.</b></p> <p>Contractors attending while school is operational to be notified that the school is operational and their access requirements reviewed on a case by case basis.</p> <p><b>Where possible all contractors will be around school opening hours ; only emergency to be used during school time. Social distancing and hygiene requests in place.</b></p>	Yes	Yes
<b>Suspected / confirmed case in school</b>	Staff/ pupils	Potential contamination of surfaces and for person to person spread	<ul style="list-style-type: none"> <li>Pupil/staff member sent home and instructed to order a test under the NHS Test and Trace programme. Individual provided with a test by the school if supplies allow and where the school believe providing a testing kit may increase the likelihood of a test being completed. (awaiting test)</li> <li>Pupil isolated in secure area first aid room; if awaiting collection in line with <a href="#">government guidelines</a>. <b>First Aid room is located away from classes. Separate toilet in place. Lead first aider has access to PPE.</b></li> <li>Staff and pupils who were with the affected party should wash their hands thoroughly but do not need to go home unless symptomatic.</li> <li>A small quantity of PPE, i.e. disposable face masks, gloves, and apron and suitable waste streams will be required for handling suspected cases where 2m separation cannot be maintained; <b>first aid room-completed first aid rooms located away from main classes</b></li> <li>Cleaning and disinfection carried out by cleaning staff in accordance with DfE guidance <a href="#">COVID-19: cleaning of non-healthcare settings</a> – <b>cleaners to have checklist and own risk assessment , observation and auditing of cleaning by SBM</b></li> <li>Boarding establishments manage cases in line with the DfE guidance, <a href="#">Coronavirus (COVID-19): guidance on isolation for residential educational settings</a></li> <li>Waste from isolation rooms will be managed through double bagging and tie up placed into waste bin directly. <b>All used cleaning waste to be placed in outside storage bins</b></li> <li>notification/response procedure – <b>Nominated First Aider responded (Anna Keame) will attend the pupil and place in isolation</b></li> </ul>	Yes	Yes
<b>Infection Control (practices)</b>	Staff, Pupils, Visitors	Operational practices in place to minimise the risk of the spread of infection	<p><u>Good Hand and Respiratory Hygiene (key principles to be applied)- posters and education of children, reminders .</u></p> <ul style="list-style-type: none"> <li>Soap and running water or alcohol based hand sanitiser to be readily available; <b>Outside sinks in place handwashing before entry into school and hand washing in rooms with sinks. Rota bases for every hour. Where no sink – hand sanitisers in place</b></li> </ul>	Yes	Yes

			<ul style="list-style-type: none"> <li>• Hands cleaned by all pupils, staff members and visitors, using soap or sanitiser on arrival, after break, when changing rooms, and before eating (at a minimum); <b>Outside sinks in place and classroom handwashing to be in place.</b></li> <li>• Skin friendly cleansing wipes used for those who need assistance in cleaning hands; <b>EYFS if needed however, there are outside sinks in place.</b></li> <li>• Practices built into school behaviour culture. – <b>pupils reminded and guided for good hygiene , staff role models</b></li> <li>• Catch-it, bin-it, kill-it, promoted throughout school. – <b>posters in place</b></li> <li>• School provides tissues and sufficient bins to support disposal of waste; each room to have wall based tissues. – <b>all classrooms to have tissue and cleaning facilities for children/staff</b></li> <li>• School considers support for those who may have difficulty or those who spit or use saliva as a sensory stimulant; risk assessment for individual pupils to cover cleaning of chew toys. – <b>in place for individual pupils</b></li> <li>• Face coverings in school not recommended but are required for those &gt;11 yrs using public transport – will require control on entry. – N/A</li> </ul>		
			<p><u>Grouping (key principles to be applied)</u></p> <ol style="list-style-type: none"> <li>1. Schools to do all they can to minimise contacts and mixing while still delivering the curriculum. – <b>class bubbles and year group bubbles in EYFS. Rolling break and lunch with sectioned playground to avoid cross bubbles</b></li> <li>2. Aim to reduce contact between staff and pupils – <b>TA and Teacher in each class. Where specialist teaching social distancing in place, cleaning and handwashing between groups</b></li> <li>3. Two sides to this, distancing, and bubbles/groups. Blended approach likely in all settings.</li> <li>4. Focus likely to be on groups for younger children, and distancing for older children.</li> <li>5. KS3 and below, smaller groups i.e. <b>full class bubbles</b> would be beneficial but not mandatory.</li> <li>6. Early years settings no longer have limits on group size (from 20 July).</li> <li>7. Keep groups apart as much as possible.- <b>break and lunch sessions as class bubbles, staggered start time and finish times. Intervention social distance and cleaning routines</b></li> <li>8. In shared environments/equipment increase cleaning frequencies. – <b>PE/Music clean down equipment between bubbles. ICT – 72 hour use rotation</b></li> <li>9. <del>Older children (KS4 and KS5) encouraged to keep distance in their groups.</del></li> <li>10. Mixing in wider groups for specialist subjects, wraparound care, or on transport is permitted. – <b>Wrap around child care for staff in place but social distanced in place. Specialist subject taught in bubbles</b></li> <li>11. The larger the group, the more robust the other controls need to be. – <b>No group larger than 32.</b></li> <li>12. No expectation that young children distance within their groups.</li> <li>13. Partial fulfilment of these aims acknowledged as being of benefit.</li> </ol>	Yes	Yes

14. Siblings can be in different groups.
15. All staff can operate across multiple classes and year groups but should practise distancing, and 2m where possible. – **In place but minimised**
16. To enable the tracing process to be work effectively, schools will need to keep a comprehensive record of group/bubble composition and records of any close contact that takes place between children and staff in different groups. Close contact is defined as,
  - a. direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)- class bubble registers
  - b. proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual- **corridor movement socially distanced and timed movement to avoid congestion in the corridors**
  - c. travelling in a small vehicle, like a car, with an infected person- n/q school procedure. **If HSLW need to travel with children – minibus and social distance to be used. Clean down after use.**
17. There will need to a reliable way of identifying which group an individual is part of so that breaches of these groups can be identified. – **registers in place for all sessions**

Details of local arrangements:

1. **Class bubbles will be in place, leading to year bubbles for breaks and lunch slots. These bubbles will be socially distanced**
2. **Staff to a bid to at least 1 metre distancing in classrooms. New marking feedback assessment policy in place to assist with feedback marking.**
3. **TAs to be assign to bubbles so no cross bubbling; acceptance is nurture provision where social distancing will be in place and high levels of hygiene.**
4. **Year 1 will be a bubble for RWINc practices but social distancing in place in rooms of at least 1 metre.**
5. **As above- class bubbles in place**
6. **Reception and Nursery Bubbles. 2by2 Provision bubble.**
7. **Bubble practices- break and lunch sessions as class bubbles, staggered start time and finish times. Intervention social distance and cleaning routines**
8. **If using shared equipment – wash down after each class use; PE and Science – teachers to complete with equipment**
9. **N/A**
10. **No Breakfast club for Term 1;**  
**RWInc social distancing in place if small group intervention needed. In class groups preferred.**  
**Wrap around child care for staff only in place but social distanced in hall.**

			<p>Specialist subject taught in class bubbles</p> <ol style="list-style-type: none"> <li>11. Agreed- max class at KS2 32. Reception Year group bubble due to classroom layout and continuous provision. Nursery one bubble. 2by 2 facilities one bubble.</li> <li>12. As above</li> <li>13. n/a</li> <li>14. agreed</li> <li>15. Specialist staff to social distance 2 metres ,with pupils TA in the bubble to support</li> <li>16. All classes will be labelled bubble as class, tracking documentation to be kept through Arbor system.</li> <li>17. Travel for pupils to be limited to walking bus; socially distanced.</li> </ol>		
			<p><u>Measures within Classrooms – (key principles applied)</u></p> <ol style="list-style-type: none"> <li>18. Primaries and EYFS/Nursery– <ol style="list-style-type: none"> <li>a. Distancing remains unlikely to be possible. Focus remains on small group size and separation of groups as control mechanism.</li> </ol> </li> </ol> <p>Details of local arrangements:</p> <ul style="list-style-type: none"> <li>• Class Bubbles in KS1and KS2; RWinc Bubbles socially distanced.</li> <li>• EYFS Year bubbles</li> <li>• Nurture provision – bubble and social distanced plus tight hygiene measures</li> <li>• Art therapy provision – bubble , social distanced plus tight hygiene measures</li> <li>• Staff child care provision in hall – social distanced care provided to allow staggered opening and closing times</li> </ul>	Yes	Yes
			<p><u>Measures Elsewhere (key principles applied)</u></p> <ol style="list-style-type: none"> <li>19. Groups to be kept apart where possible; bubbles – staggered breaks and lunches and school movement</li> <li>20. Assemblies/worship, one group at a time in hall social distanced; Virtual assemblies in place.</li> <li>21. Timetable to keep groups apart and minimise movement around the site as much as possible; lunch and break timetable in place with bubble areas identified</li> <li>22. Passing the odd person remains low risk, but consider pinch-points – one way system in place; stair and corridor movement to be minimised through rota of movement.</li> <li>23. Consider impact on fire evacuation (though in a real fire the risk from fire takes precedence).</li> <li>24. Consider staggered break and lunch, to minimise mixing of groups with cleaning of dining hall surfaces between groups; in place.- in place</li> </ol>	Yes	Yes

			<p>25. Consider staff spaces. Staff room use may be impractical. Refer to BEIS guidance on <a href="#">Office and Contact Centres</a> for guidance on staff only areas; <b>Staff room limited to 5 persons social distanced. Set rooms for office staff, HSLW and bathroom facilities. PE staff own base. Staff PPA room social distanced.</b></p> <p>26. Regular and thorough handwashing or use of alcohol based sanitiser to be carried out by all pupils and staff members including:</p> <ul style="list-style-type: none"> <li>a. On arrival and before departure</li> <li>b. Before break</li> <li>c. When groups change areas</li> <li>d. After using the bathroom</li> </ul> <p>-</p>		
			<p><u>Measures for Arrival and Departure (key principles applied)</u></p> <p>27. Stagger start and finish times to prevent groups mixing where possible, but without reducing the amount of teaching time; <b>In place</b></p> <p>28. Communicate arrangements to parents and agree a process for drop off and collection to prevent gathering at the school gates; in place – <b>no parents on site at drop off, one way system for pick up social distanced. – video produced and parent handbook, staff on duty.</b></p> <p>29. Process required for those arriving wearing face coverings, including safe disposal (covered bin) and wash hands before going to class (note point 2 on the system of control ‘Clean hands more often than usual’ which accepts alcohol based hand sanitiser as a suitable substitute for soap and water. This may be more practical for schools that have large numbers of pupils arriving by public transport.</p> <p>30. Reception – <b>1 in at a time. one way system for walking.</b></p>	Yes	Yes



		<p><u>Other Considerations (key principles applied)</u></p> <p>31. Specific assessment for those with SEND needs to help with adjustments; <b>Risk assessments in place for individual pupils</b></p> <p>32. Supply/peripatetic teachers can move between schools but minimise contact and distance as much as possible. Specialist staff e.g. therapists work as normal. <b>Social distancing to be in place</b></p> <p>33. Consider contractors and other visitors to site so that they can distance as much as possible. Explain local processes to them before arrival. Keep a record of all visitors (sign-in books fine so long as entries as legible as schools may be required to trace persons if required to by PHE). <b>Handout for contractors of expectations and preferred is out of hours work. – SBM to keep register for track and trace if needed.</b></p> <p>34. Dual registered children can attend, but the two settings should liaise to agree controls. – <b>n/a</b></p> <p>35. Equipment –</p> <ul style="list-style-type: none"> <li>a. Personal items, e.g. pens and pencils recommended to remain individual; <b>all pupils have own pencil cases</b></li> <li>b. Classroom resources – can be used freely within the bubble/group, but subject to regular cleaning; <b>all pupils to have own tray for collection of personal books and resources.</b></li> <li>c. Resources shared between groups will require frequent meticulous cleaning, i.e. always before being used by another group, or quarantined for 48 hours between use (72 hours for plastic items). <b>PE cleaned after use by PE staff , music staff to clean any equipment between groups. ICT 72 hour timetable</b></li> <li>d. Outdoor play equipment cleaned more regularly (refer to the previous point)</li> <li>e. Pupils should limit the amount of equipment they bring to school ; <b>only PE kits and lunch to be brought to school . Lunch in disposable bags</b></li> <li>f. Resources can be taken home where it contributes to education and development and subject to the same rules re cleaning and rotation as above; <b>Upper KS2 individual chrome books, reading books on rota of 72 hours.</b></li> </ul>	Yes	Yes
		<p><u>Dedicated school transport (key principles applied)</u></p> <p>36. Is not public transport and so 2m or 1m+ social distancing won't apply in Autumn term.</p> <p>37. Principles outlined above should be carried over, with emphasis on maintaining groups where possible</p> <p>38. If maintaining groups is not possible then some form of distancing should be implemented, and perhaps the wearing of face coverings (though younger children may have difficulty with this).</p> <p>39. DfE to publish further guidance for LA provided transport.</p> <p>Details of local arrangements:</p> <p><b>40. Walking bus to be in place to support pupils at risk of poor attendance. This will be social distanced.</b></p>	Yes	Yes

			<p><u>Public Transport (key principles applied)</u></p> <p>41. Take steps to depress demand at peak times (Stagger start/finish times)</p> <p>42. Promote walking/cycling to school if possible</p> <p>43. Face coverings are required on public transport for all over 11 years old. Schools need to plan for how to manage safe arrival of these students (See above)</p>		
<b>Infection Control (premises)</b>	Staff, Pupils, Visitors	Changes to or introduction of physical control measure to minimise the risk of the spread of infection	<ul style="list-style-type: none"> <li>• Any unnecessary furniture removed to aid distancing between groups- in place , <b>limited dinner tables to allow social distancing between bubbles</b></li> <li>• <b>One way system implemented in corridors and on stairwells; marked flooring for indication of spacing.</b></li> <li>• Demarcating playground space to help with group management; <b>Playground separated into bubble spaces</b></li> <li>• Demarcating staff rooms or other areas where adult may congregate; staff spaces to be nominated. <b>Rota use and cleaning down. Limited numbers in staff room. Separate spaces and toilets for staff in EYFS</b></li> <li>• Review access to print rooms/photocopiers ideally limiting to one person; <b>photocopier 1 at a time, wipe down after each use.</b></li> <li>• Reduce occupancy for lifts; stair lifts in place but current no need for use. <b>n/a</b></li> <li>• Windows opened where possible, where temperature allows it, and without creating undue risks.</li> <li>• Non-fire doors propped open to remove need for hand contact</li> <li>• Outdoor play equipment thoroughly cleaned between groups - <b>class bubbles to have their own equipment for play.</b></li> <li>• Removal of soft furnishings and soft toys or toys that are hard to clean; <b>in safe space chairs are able to be wiped down. Risk is library chairs as soft furnishing. Review use of library visits to minimise use of area and soft furnishings.</b></li> <li>• Where multiple staff have to occupy a single office and 2m separation is not possible: <ul style="list-style-type: none"> <li>○ Work back-to-back</li> <li>○ Install screens between workstations – <b>reception has screen in place</b></li> <li>○ Developing a rota so that staff don't have to work together</li> <li>○ <b>In all Office spaces 2 metre distances in place</b></li> </ul> </li> <li>• Prohibit shared workstations if robust cleaning cannot be ensured between users ; in pace all rooms have own office space.</li> <li>• Complete and display the Covid-19 Secure in 2020 poster</li> </ul>	Yes	Yes
<b>Anxiety, stress and worry</b>	Staff, pupils	Those coming back to work or school may be	<ul style="list-style-type: none"> <li>• Involve the workforce in the development of this risk assessment and control measures (refer to Group Consultation (HS) Policy for guidance). – <b>to be shared at INSET alongside training and staff to receive a check list for constant reminder of expectations</b></li> </ul>	Yes	Yes

	(parents indirectly)	anxious, worried our stressed	<ul style="list-style-type: none"> <li>Communicate this risk assessment and its findings to staff and potentially pupils/parents.</li> <li>Feed the determined approach into the communication strategy. – <b>communication is briefing notes to staff and TEAMS calls.</b></li> <li>Staff have access to Group’s <a href="#">occupational health and counselling service</a></li> <li>Publish the findings of this risk assessment on the school website.</li> <li>Well-being plans to be shared by well-being champion in school. – to be introduced September- <b>Well-being buddies to be trained and in place. Access to counselling service.</b></li> <li>Risk assessment made available for all staff and parents on web site</li> </ul>		
<b>Cleaning</b>	Staff, Pupils, Visitors	General hygiene to interrupt transmission from contact surfaces	<ul style="list-style-type: none"> <li>Frequency to be increased with focus on areas used by multiple groups and hand-contact surfaces in line with normal procedures and cleaning risk assessment. No requirement for additional PPE to be worn; <b>Mid-day cleaning in place around toilets, door handles in shared areas.(Aprons and gloves supplied for cleaners)</b></li> <li>Cleaning staff reminded to be mindful to minimise face contact and the need for regular handwashing.- <b>SBM audits and staff reminders. Caretaker to audit alongside SBM.</b></li> <li>Cleaning following confirmed/suspected case in accordance with DfE guidance <a href="#">COVID-19: cleaning of non-healthcare settings</a></li> <li>Where cleaning is contracted out the school still a record of what enhanced processes have been implemented and should check/evidence that the contractor is operating in line with Govt guidance and not just carrying out business as usual.</li> <li>If the school is looking to teaching/support staff to provide an element of cleaning then training will be required. <b>PE staff and music staff. Science specialist room for change of bubbles.</b></li> </ul>	Yes	Yes
<b>Delivery of ‘higher risk’ subjects</b>	Staff, Pupils	Delivery of lessons such as science, D&T, Drama and PE require pupils and staff to work in close proximity thereby increasing the risk of infection  Educational visits	<ul style="list-style-type: none"> <li>Subject leads to review their risk assessments for the planned activities and update accordingly. – <b>Science, PE and Music.</b></li> <li>Reference to specialist advisory bodies for latest guidance on required controls. (CLEAPSS, AfPE).</li> <li>Consideration required for availability of support staff e.g. technicians and the capability of practical lessons to be delivered while maintaining social distancing.</li> <li>Domestic, non-residential educational visits are permitted. Schools to refer to OEAP National Guidance when planning.</li> <li><b>PE equipment to be washed down. Low risk sports to be focused in Term 1 then reviewed.- CLEAPSS and AfPE have produced great guidance here.</b></li> <li>Science teaching to be risked for shared equipment and how pupils are organised. – <b>in place</b></li> </ul>	Yes	Yes
<b>Intimate Care/Higher</b>	Staff, Pupils	Intimate care brings people within close proximity of each other	<ul style="list-style-type: none"> <li>Staff providing intimate care to use PPE as they would do normally for providing care in line with children’s needs- <b>EYFS in place</b></li> </ul>	Yes	Yes

<b>Dependency Pupils</b>		thereby increasing the risk of infection	<ul style="list-style-type: none"> <li>No specific PPE required unless the child in question is symptomatic (see <i>Suspected/confirmed case in school</i> section).</li> </ul>		
<b>Failure to follow local rules</b>	Staff, Pupil, Visitors	<p>Persons fail to follow local rules due to lack of awareness.</p> <p>Persons violate local rules</p>	<ul style="list-style-type: none"> <li>Risk Assessment in place and will be shared for all staff to understand and signed to say it has been read.</li> <li>details of how staff/pupils will be trained in the new arrangements – <b>INSET days briefing</b></li> <li>Staff behaviours will be monitored through observations, interviews, audits.</li> <li>Pupil Behaviour Policy will have amended section for clarity to what will happen if a children deliberately breaches safety rules. – <b>to be in place as amendment</b></li> </ul>	Yes	Yes
<b>Maintaining a compliant premises</b>	Pupils, Staff	Loss of site staff and access to contractors resulting in PPM and other compliance checks lapsing.	<ul style="list-style-type: none"> <li>Premises compliance status to be reviewed by Site/Facilities/Estates Manager to be reviewed prior to reopening and briefing provided to the school's Head (Ruth Akrigg)</li> <li>Contractor access to site for PPM/compliance inspections to be continued wherever possible. Legible record of all contractor details to be held for 21 days (to support Test and Trace process if necessary)</li> </ul>	Yes	Yes
<b>The school lapses in following national/group guidelines and advice</b>	Staff, Pupil, Visitors	Lack of awareness leads to potential contamination of the premises or an outbreak spreads rapidly through the school and wider community	<ul style="list-style-type: none"> <li>Central office to ensure that Coronavirus pages on the Hub are kept updated</li> <li>Important updates/changes to be included in Jon Cole's Heads Bulletins.</li> <li>Headteacher to ensure that all relevant guidance is followed and communicated</li> <li>Senior Leaders to keep up-to-date with advice issued by, but not limited to, DfE, NHS, Department of Health and Social Care and PHE, and review this risk assessment accordingly</li> <li>Information on the school website is updated. Parent tab has dedicated menu item for information relevant to parents.</li> <li>Parents/Pupils updated via classrooms/email/parent text as necessary.</li> <li>Any change in information to be shared with Chair of Governors and passed on to parents by Parentmail and staff by email</li> </ul>	Yes	Yes
<b>Other Risk Assessments</b>	Staff, Pupils	Other risk assessment that aren't updated and therefore become invalid	<ul style="list-style-type: none"> <li>Extra-curricular provision subject to specific risk assessment developed with reference to <a href="#">DFE Guidance on Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</a>- <b>to be reviewed Term 1 RA will be updated.</b></li> <li>Fire risk assessment reviewed</li> <li>Fire safety procedures amended to support COVID-19 arrangements; pupils to leave via route and stand in set spaces socially distanced. – <b>Fire drill to be practiced with safety of movement around the school to secure social distancing as best fit. – Sept</b></li> <li>Staff training scheduled monitored and any slippage identified; drill and training of fire Marshalls</li> <li>Key premises risk assessments reviewed to ensure they remain valid, e.g. fire risk assessment, manual handling, COSHH if new chemicals are brought in.</li> </ul>	Yes	Yes

<b>Display Screen Equipment (temporary home workers)</b>	Staff	Staff working from home not having access to a workstation fully compliant DSE workstations giving rise to musculoskeletal issues.	<ul style="list-style-type: none"> <li>• Staff allowed to take home peripherals and chairs from office- <b>offered</b>.</li> <li>• Guidance on setting up a suitable workstation provided on Hub coronavirus pages</li> <li>• Additional equipment needs to be reviewed on a case-by-case basis</li> </ul>	Yes	Yes
<b>First Aid (temporary home workers)</b>	Staff	Staff suffering injury at home	<ul style="list-style-type: none"> <li>• Low-risk, office-style work. No specific controls required.</li> <li>• Any accidents to be logged onto ARMS.</li> <li>• Staff must report injuries at home during working hours</li> </ul>	Yes	Yes
<b>Wellbeing/ Stress (temporary home workers)</b>	Staff	Social isolation leading to issues with wellbeing Unusual working environment arrangements contributing to stress	<ul style="list-style-type: none"> <li>• Guidance on wellbeing provided on Hub coronavirus pages – dedicated wellbeing section</li> <li>• Guidance provided to managers on supporting their teams and reasonable expectations during this period.</li> <li>• Managers to maintain regular contact with their employees, preferably by video link.</li> <li>• Furloughed staff to have keep in touch days with their line manager</li> <li>• Buddy system in place</li> </ul>	Yes	Yes

<b>Details of any additional control measures for consideration</b>	<b>Target for completion</b>	<b>Date of completion</b>	<b>Completed By</b>
INSET Training Days – Social distanced in hall and virtual sessions Carousel of training across the school. Hall to measured out to 2 metre social distancing.	Sept 1 <sup>st</sup> and 2 <sup>nd</sup> 2020	20/7/20	HPWC

<b>Assessment completed by:</b>	<b>Harry Paget-Wall Collins</b>	<b>Date:</b>	August 25 <sup>th</sup> 2020	<b>Date of next review:</b>	September 5 <sup>th</sup> 2020
---------------------------------	---------------------------------	--------------	------------------------------	-----------------------------	--------------------------------

## Guidance on completing the form

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

## Risk Assessment Title and Responsible Person

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

## Details

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

## What are the hazards and Who is at Risk?

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

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

## What harm is associated with the hazard?

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

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

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

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

## Evaluation of Adequacy

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

## Areas of additional control for consideration

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

## Review Period

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