



Acorn
Education Trust

COVID-19 Risk Assessments To be used from September 2020



The
**Avenue
Primary
School**
& Children's Centre

Rationale

The purpose of a risk assessment in any Acorn School is to ensure that the workplace is safe to work in and all individuals involved are appropriately protected from areas of concern. The process of a risk assessment involves firstly identifying areas of concern within a work place, and then subsequently implementing control measures, which minimises the level of risk. By doing so, we have created a safer and healthier workplace.

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1. Safeguarding Risk Assessment



GENERAL RISK ASSESSMENT FORM FOR SCHOOLS	RA1
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1.1 What is being assessed (task/activity)?

Safeguarding

1.2 What sort of harm can you foresee from this situation/activity?

Pupils may be at risk of physical, sexual, emotional harm or neglect

1.3 Which individual or group(s) of employees or non-employees may be harmed?

Individual employee		Individual pupil	✓	Contractors	
Employees generally		Pupils generally	✓	Members of public	
Unpaid helpers/volunteers				Visitors	

1.4 Is there any heightened risk to:

New or expectant mothers (employees)		Unsupervised pupils	✓	Anyone with a specific disability or medical condition	✓
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1.5 What other factors may contribute to the likelihood of any harm occurring?	
Area of Concern	Control measures
No clear procedures for safeguarding.	Ensure an up to date Child Protection Policy is in place and has been made available to all staff and volunteers and is on the school website. Ensure the CP Policy reflects the changes in KCSIE20.
Safeguarding during Covid-19	Ensure there is an appendix attached to the Child Protection Policy which outlines the most up to date safeguarding information and outlines processes during the time of covid-19.
No Designated Safeguarding Lead	Ensure a Designated Safeguarding Lead or Deputy is in school at any time whilst pupils are. Ensure all staff know who this is at any time. If no DSL/DDSL is available in school hours, then ensure all staff know how to contact either the school DSL or the Trust's DSL to report concerns. DSL must continue to manage allegations and make referrals where needed.
Staff Training	Prior to opening ensure ALL staff have had basic training and reminded of policies and procedures. If DSL/DDSL training lapses during this period, the expectation is that they continue to hold responsibility for safeguarding. Arrange Training as soon as this is possible.
Pupils who are known to be vulnerable (CP, CiN, LAC, general concerns)	Schools should RAG rate all pupils based upon vulnerability. Those deemed at risk and for any pupil who has a social worker should be attending school daily. If it has been agreed with the social worker that is safer for a pupil to remain at home, regular contact should be made with the pupil and social worker. For any vulnerable pupil who should be attending school but is not, daily contact with the social worker should be sought and with parents/carers.
Local authority/Multi Agency working	Irrespective of Covid-19, work with other agencies should continue and core group meetings etc. attended by school representative.
Alterations to how pupils/parents enter site	Give due consideration to pupil, staff and site safety. Parents only to come on to site by prior appointment. Staggered start/end times and use of different entrance points.
Pupils not expected to attend school and remain home schooled.	Consider flexible learning and how and what work will be provided at home. Ensure staff know who has responsibility for liaising with any home learners. Inform the EWO of anyone on a part time timetable or anyone unable to attend school. Ensure all pupils and families have access to National helplines.
Staff Recruitment	All existing processes of KCSIE 2020 must continue to be applied and followed.

	<p>Volunteers must not be left unsupervised and all the usual checks must be completed prior to a volunteer entering the school.</p> <p>DBS should still be sought – there is a live video scan for documents and on first day of attending work the new member of staff must produce their physical documents.</p> <p>The Single Central Record must continue to be updated to reflect all staff/volunteers working in the school. Any new member of staff/volunteer must undergo relevant safeguarding induction.</p>
Online Safety	<p>Ensure staff are familiar with the code of conduct and user agreements.</p> <p>Update Online Safety Policy if it does not already support remote learning.</p> <p>Complete DPIA for any new software/hardware where information about an individual will be processed.</p>
Children Moving Schools/Transition	<p>Ensure any relevant information is passed to the new school.</p> <p>Securely transfer relevant CP ,PEP, CiN, EHCP, social worker details and records.</p>
First Aid	<p>Paediatric First Trained member of staff to be on site at all times.</p> <p>The Government has extended PFA qualifications for 3 months. Organise training for any who need it ASAP. If PFA trained member of staff is not able to be in school, then a risk assessment should be completed and a duty PFA trained person available on phone. This could be across HUBS and should be discussed with Exec Head. In all settings ensure there is a member of staff with a First AID certificate available during school hours.</p>

1.6 a) Do you assess these measures as being adequate?	YES	NO
1.6 b) If 'NO' what additional measures are necessary?		
Action required:	By Whom	By When
Training for all staff on the above procedures prior to school commencing back	CT	02/09/20
Identified DSL/DDSL/Trust DSL and PFA on Duty and shared with staff	CT	02/09/20
RAG rate all pupils to identify Vulnerable pupils.	CT/AW	07/09/20

1.7 Risk/ Priority Indicator

Severity
1. Negligible (delay only)
2. Slight (minor injury/damage/interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury/damage, lost time business interruption, disablement)
5. Very High (fatality/business closure)

Likelihood
1. Improbable/very unlikely
2. Unlikely
3. Even chance/may happen
4. Likely
5. Almost certain/imminent

LIKELIHOOD	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
		SEVERITY (CONSEQUENCE)				




Likelihood X Severity = Risk rating

3 x 4 = 12

1.8 Risk Assessment Statement – Please tick ONE box only	
This activity/event/situation can go ahead with no additional action(s)	<input type="checkbox"/>
This activity/event/situation can go ahead, but the additional action(s) identified in 1.6b) above must be undertaken within the timescales given.	<input checked="" type="checkbox"/>

This activity/event/situation is not to go ahead unless the additional action identified in 1.6b) above is in place.	
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Name of Assessor:	Signature:	Date:
Caroline Thomas		02/09/20

Review Date:	Signature:	Review Date:	Signature:
12/10/20		01/03/21	
18/01/21			

2. Attendance Risk Assessment

**GENERAL RISK ASSESSMENT FORM
FOR SCHOOLS**

RA2

2.1 What is being assessed (task/activity)?

Attendance

2.2 What sort of harm can you foresee from this situation/activity?

Pupil at risk of significant harm

2.3 Which individual or group(s) of employees or non-employees may be harmed?

Individual employee		Individual pupil	✓	Contractors	
Employees generally		Pupils generally	✓	Members of public	
Unpaid helpers/volunteers				Visitors	

2.4 Is there any heightened risk to:

New or expectant mothers (employees)		Unsupervised pupils	✓	Anyone with a specific disability or medical condition	✓
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2.5 What other factors may contribute to the likelihood of any harm occurring?	
Area of Concern	Control measures
Registration arrangements	<p>Make it clear who is responsible for taking registers and where and when this is completed – Class Teachers</p> <p>Allocate a lead member of staff to plan return registrations procedures – Admin Team</p> <p>Clarity on roles and responsibilities in terms of recording attendance and any phone calls.</p> <p>Ensure up to date pupil timetables are available to all staff involved with attendance.</p>
Vulnerable Pupils	<p>Continue to follow flow chart procedures for child with CiN or CP Plan.</p> <p>Daily contact with social worker and parent/carer for any pupil not in school who should be.</p> <p>Liaise regularly with social worker of any child whose parents have decided not to send them to school despite having a vulnerable place.</p> <p>All vulnerable pupils are expected to attend school.</p>
Part time timetables and staggered starts.	Ensure registration procedures take into consideration different arrival and departure times.
Recording Attendance	<p>As of 2nd September 2020 all the usual DfE attendance codes should be resumed for registers.</p> <p>For schools operating a later start in Term 1 for some Year groups and where the school is not open to those Year groups, the attendance code ‘#’ should be applied.</p> <p>For Training Days at the start of term, the usual ‘#’ code should be applied.</p> <p>For pupils not in school who are expected to attend and parents have confirmed illness use ‘I’.</p> <p>For covid-19 related absence the ‘X’ code to be used. This includes:</p> <ul style="list-style-type: none"> - Child with positive case - Child with symptoms until point negative test result is received (then use ‘I’ if still unwell) - Child self-isolating due to family member with confirmed case or symptoms <p>Any suspected cases should be accessing testing.</p> <p>For pupils who have not turned up at school and are expected use ‘N’ code and make phone call home to clarify situation.</p>

	<p>First Day Calling should resume for all students who are expected to be in school.</p> <p>Attendance coding will be in line with Government guidance updated on 22-02-21 with effect from 08-03-21.</p>
Parental advice	Ensure parents have been informed of absence notification procedures for the school. Who should they contact and by what time?
CME	For any pupil who is classed as 'Missing' (10 consecutive days of school missed with no contact from parent/carer) should be referred to the EWO as a CME in the usual way.
LA Transport/Parental transport	Check with the LA regarding school transport provision – will this run daily and at what times?
Known poor attenders prior to Covid-19	Make contact with those families whose absence levels were high prior to lockdown and support the return to regular attendance.

Late arrivals and early departures	For those pupils who arrive late to school or need to leave early with permission, ensure a system of signing in/out is available but ensure this is completed under safe social distancing.
Non-attenders	<p>For pupils expected in school who are not attending at all, contact should be made with the family. Meetings should take place to explain all of the safety procedures in school and to go through any concerns the parents or pupils have. Schools should try to work with those families who have genuine reasons for not sending pupils to school and adopt a flexible approach to learning. This should be regularly reviewed.</p> <p>For those families where there is no good reason for absence and for those families who are known to the school for poor attendance prior to Covid-19, the school's usual non-attendance procedures should be applied. Where there is no good reason for absence and absence persists the school should refer the pupil to the EWO.</p>
Positive case of Covid-19	<p>Ensure plans are shared and understood with all staff and parents regarding a possible positive diagnosis of Covid-19 amongst a member of attending school population or member of staff who has been attending school.</p> <p>JE will have produced clear plans regarding health and safety requirements should this happen.</p>

2.6 a) Do you assess these measures as being adequate?	YES	NO
2.6 b) If 'NO' what additional measures are necessary?		

Action required:	By Whom	By When
Ensure roles and responsibilities have been clearly agreed in terms of registering.	CT	02/09/20
Ensure all staff are aware of timings of school day and statutory registration times.	CT	02/09/20
Information is shared with parents for those pupils expected to attend regarding drop off arrangements and collection.	CT	02/09/20
Information is shared with parents regarding how they notify the school of nonattendance.	CT	02/09/20
Contact County regarding transport provision.	N/A	02/09/20

2.7 Risk/ Priority Indicator

Severity
1. Negligible (delay only)
2. Slight (minor injury/damage/interruption)
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		1	2	3	4	5
		SEVERITY (CONSEQUENCE)				


Likelihood X Severity = Risk rating

3 x 4 = 12

2.8 Risk Assessment Statement – Please tick ONE box only	
This activity/event/situation can go ahead with no additional action(s)	
This activity/event/situation can go ahead, but the additional action(s) identified in 2.6b) above must be undertaken within the timescales given.	✓
This activity/event/situation is not to go ahead unless the additional action identified in 2.6b) above is in place.	

Name of Assessor:	Signature:	Date:
Caroline Thomas		02/09/20

Review Date:	Signature:	Review Date:	Signature:
12/10/20		01/03/21	

18/01/21			
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3. Social Distancing Risk Assessment

GENERAL RISK ASSESSMENT FORM FOR SCHOOLS	RA3
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3.1 What is being assessed (task/activity)?

Social distancing/School day

3.2 What sort of harm can you foresee from this situation/activity?

Spreading of the coronavirus to pupils and staff

3.3 Which individual or group(s) of employees or non-employees may be harmed?

Individual employee	✓	Individual pupil	✓	Contractors	
Employees generally	✓	Pupils generally	✓	Members of public	
Unpaid helpers/volunteers				Visitors	

3.4 Is there any heightened risk to:

New or expectant mothers (employees)	✓	Unsupervised pupils	✓	Anyone with a specific disability or medical condition	✓
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3.5 What other factors may contribute to the likelihood of any harm occurring?

Staff forget to apply System of Controls

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

Clean hands thoroughly more often than usual

If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home. Put in place a procedure for anyone becoming unwell.

Build routines into the school culture and plan ways to promote handwashing with soap and water for at least 20 seconds across the school day, particularly:

- After coming into school

<p>Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</p> <p>Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p> <p>Minimise contact between individuals and maintain social distancing wherever possible</p>	<ul style="list-style-type: none"> ● After sneezing or coughing ● Before and after handling or eating food ● After going to the toilet <p>Ensure there are enough hand washing or hand sanitiser stations available</p> <p>Put in place supervision of hand sanitisers given risks around ingestion</p> <p>Promote the ‘catch it, bin it, kill it’ approach, e.g. by providing tissues, bins, posters</p> <p>Define a new cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms/shared areas that are used by different groups, frequently touched surfaces being cleaned more often than normal.</p> <p>Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas.</p> <p>Plan for the daily removal and safe disposal of rubbish.</p> <p>Schedule frequent cleaning of resources (e.g. books, toys) shared within groups.</p> <p>Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups.</p> <p>Purchase additional standard cleaning equipment if needed</p> <p>Plan group sizes:</p> <ul style="list-style-type: none"> - Each class will be a Bubble <p>Revise timetables to accommodate groups and minimise movement between classrooms, where possible</p> <p>Where possible, stagger start, break, lunch and finish times – staggered times in place</p> <p>Cancel large gatherings, such as assemblies and staff meetings – assemblies will be via Microsoft Teams, staff meetings limited to below 15 or via Microsoft Teams.</p> <p>Revise extra-curricular offer to minimise mixing between groups – no extra-curricular clubs on offer</p> <p>Where possible, plan ways to minimise contact around school estate between groups, e.g. separate entrance/exit gates or one-way systems</p>
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	<ul style="list-style-type: none"> - separate entry/exit points for each department and staggered times at these points - One way system inside building <p>Divide playground to minimise mixing between groups</p> <ul style="list-style-type: none"> - Playground/field to be split to allocated areas to classes <p>Plan arrangements for drop off/collection and communicate these to parents</p> <p>Plan measures for lunchtimes, including: Managing lunch queues; Reconfiguring dining spaces; Communicating new arrangements to catering suppliers and lunchtime supervisors</p> <ul style="list-style-type: none"> - Hot food will be re-introduced for FSM children from 8th March - Packed lunches provided for UFSM children and any other children who wish to purchase one - All children to eat in classroom <p>All adults will wear face coverings when moving around the school, unless in own bubble</p> <p>Staff who work in several areas of the school will identify their bubble and wear a face covering in all other communal areas of the school</p> <p>All visitors to site will be required to wear a face covering</p> <p>All parents/carers and staff will be required to wear a face covering at drop off & pick up</p>
Area of Concern	Control measures
<ul style="list-style-type: none"> • Screens for Main Reception 	<p>Perspex or class screen to be installed. Business and teaching staff to remain behind the screen whilst in reception area.</p> <p>Bins in reception</p>
<ul style="list-style-type: none"> • Zone and mark drop off and pick up areas and publish maps on website 	<p>Designated drop off and pick up area outside the school</p> <ul style="list-style-type: none"> - Main entrance (EYFS & Fiji) - Field (Upper School) - Car Park (KS1, France & Germany) <p>Member of staff to direct pupils into the school where they will line up or walk to their classroom maintaining social distancing.</p> <p>Instructions for parents/carers on distancing rules on site.</p> <ul style="list-style-type: none"> - Queuing marks on floor at entry points - Parents/carers not to enter site without prior appointment <p>Staggered start/finish times for different groups.</p> <p>Markers on floor for children and parents to wait. Ensure markings do not create slip/trip hazard</p> <p>Use of different entrances/exits for different groups.</p>

	<p>Only one parent/carer to accompany child.</p> <p>Signage</p> <ul style="list-style-type: none"> - Signs on gates to indicate which classes are entering - Signs to indicate one way system at entry points
<ul style="list-style-type: none"> • One-way systems for parents at drop off 	<p>Encourage parents to make other arrangements for travel to/from school other than school transport.</p> <p>Advise parents to wait away from site if early for drop off/pick up time</p> <p>Staff on duty to supervise</p>
<ul style="list-style-type: none"> • Pupil numbers and room sizes impede the means to reduce contact 	<p>Where practical, arrangements will aim to reduce contact and maximise distancing between pupils and staff; and between staff themselves.</p> <p>Pupils will reduce contact by being grouped together (bubbles) in class sized groups.</p> <p>Record the names of pupils in each group, and any close contact that takes places between children and staff in different groups.</p> <p>Remove excess furniture to safe storage areas to increase space.</p> <p>Desks to be spaced out as far as possible but do not impede fire escape routes and exits.</p> <p>All desks to face forward with pupils sat side by side (Year 1 upwards).</p> <p>Floor markings to illustrate 2m areas around teaching positions.</p> <p>Children to remain at their desks as much as possible when in the room.</p> <p>Children to use the same desk each day.</p> <p>Lessons planned to maximise individual work as opposed to close group work.</p> <p>Distancing and reducing contact to be explained to children with regular reminders.</p> <p>Signage/Posters in each classroom.</p> <p>Consider the use of school grounds/local environment to extend the range of teaching spaces available</p> <p>Staff to supervise and enforce measures.</p> <p>The wearing of any PPE is not considered a necessary control measure except where set out specifically in this risk assessment for first aid or medical attention needs.</p>

	<p>Ventilation improved where practicable by having windows/doors open.</p>
<ul style="list-style-type: none"> Number of pupils and staff moving around the school impede the means to distance and reduce contact in corridors and other communal spaces 	<p>Minimise movements of whole groups and individuals outside of the classroom.</p> <p>Use of a one-way system around the school.</p> <p>A 'walk on the left' policy if one-way not practicable.</p> <p>Consider using the pathways around the perimeter of the building to assist with circulation (weather and site layout dependent) – one way system will require children and adults to walk through playgrounds.</p> <p>Bins in every corridor</p> <p>Arrows to indicate direction of travel on floor and distancing markings in areas where queuing is likely.</p> <p>Areas not in use to be closed off (not escape routes).</p> <p>Children to place coats, bags, lunchboxes etc in class cloakroom or allocated locker.</p> <p>Signage.</p> <p>School assemblies to be completed electronically</p> <p>Acts of worship and other typically communal events to take place in groups (not whole school)</p>
<ul style="list-style-type: none"> Insufficient handwashing and hygiene facilities increase the risk of transmission. 	<p>Children to handwash:</p> <ul style="list-style-type: none"> - on entry to school - before and after each break and lunch - on changing classrooms - leaving school - after using toilet <p>Ensure supplies of suitable soap. Skin friendly cleaning wipes can be used as an alternative</p> <p>Extra signage to encourage washing hands.</p> <p>Ensure help is available for children who cannot clean their hands independently.</p> <p>Hand gel dispensers at strategic locations around the site to complement handwashing facilities.</p> <p>Supplies of tissues and lidded bins in each teaching space and classroom.</p>

	<p>Promotion of the 'Catch it, Bin it, Kill it' campaign to pupils and staff.</p> <p>Resources are rotated or left to de-contaminate for 48 hours (or 72 hours if plastic) if being used by different groups.</p>
<ul style="list-style-type: none"> Shared equipment, fittings and resources increase the risk of transmission. 	<p>Handwashing before and after each lesson if shared equipment is used.</p> <p>Remove unnecessary items from the classrooms and store elsewhere.</p> <p>Cleaning regime for door handles, press to exit buttons, communal surfaces.</p> <p>Children (Y1-Y6) will be given allocated, named, packs of stationery</p> <p>Shared resources and surfaces to be cleaned each night</p> <p>Lessons planned so sharing of resources is minimised.</p> <p>Bins in every classroom</p> <p>Resources are rotated or left to de-contaminate for 48 hours (or 72 hours if plastic) if being used by different groups.</p>
<ul style="list-style-type: none"> Shared play equipment increases the risk of transmission. 	<p>Individual items of play equipment and other shared items used for teaching are to be cleaned between each use by each group.</p> <p>Each class to be allocated set of outdoor play equipment, to be cleaned each night.</p>
<ul style="list-style-type: none"> Office space and staff room overcrowding 	<p>Offices to be restricted to one member of staff at any time in the space.</p> <p>Removal of furniture to create more space.</p> <p>Removal of communal equipment (mugs etc)</p> <p>Staggered break times for staff.</p> <p>Bins in every office</p>
<ul style="list-style-type: none"> Canteen/hall/dining room overcrowding 	<p>Dining halls not in use – children to eat in classrooms</p>
<ul style="list-style-type: none"> Corridor supervision 	<p>All staff to take responsibility for reminding children to follow 1 way system.</p>
<ul style="list-style-type: none"> Toilet arrangements and supervision 	<p>Each class will visit the toilet before break and lunch – Department Leaders will allocate a time to each class. Teacher will supervise children from corridor and stagger number of children in toilet area.</p> <p>Each class will be allocated a set of toilets to use as follows: Y5/6 & Germany – KS2 toilets Y3/4 & Y2 – KS1 toilets Y1, France, Fiji – Library toilets</p>

	<p>USA– Reception toilets Canada – Nursery toilets</p> <p>Children (Y2 to Y5, France & Fiji Class only) visiting the toilet at a different time to the whole class to be accompanied by an adult to ensure no mixing with children from other classes.</p> <p>Children’s Centre staff to supervise Toddlers using Nursery toilets to avoid children mixing between Toddlers & Nursery</p> <p>Distance markings on floor in queuing area</p> <p>Toilets to be cleaned hourly – cleaning sheet in each toilet to be completed</p> <p>Nappy changing area in Nursery Toilets to be cleaned with salgiene and disposable cloth after each use</p> <p>Pupils must clean hands with soap and warm water for minimum of 20 secs after going to the toilet</p> <p>Bins in every toilet area</p>
<ul style="list-style-type: none"> • Medical room facilities 	<p>Medical room to be used for all non-covid medical care.</p> <p>Door to remain open to protect member of staff.</p> <p>Any chair/ table to be wiped down after each pupil has left with Selgiene liquid and disposable cloth</p>
<ul style="list-style-type: none"> • Intimate care 	<p>First aider to wear PPE to include; Face visor, face mask, protective suit/ apron, gloves.</p> <p>Pupil to wear face visor and face mask.</p> <p>Visor to be cleaned after use all other equipment to be disposed of.</p>
<ul style="list-style-type: none"> • Lunchtimes and breaktimes 	<p>Staggered break and lunch times.</p> <p>Allocated play areas/zones for each class.</p> <p>Children to bring packed lunch and eat lunch in classroom or consider using school grounds for ‘picnic lunches’ whilst retaining 2m distancing.</p> <p>Games which encourage social distancing.</p> <p>Staff supervision to maintain standards.</p> <p>If/when hot meals are provided, transport safely to classroom or if canteen is available, remove unused tables and apply 2 metre rule.</p> <p>Any crockery/cutlery used must be cleaned thoroughly.</p> <p>Bins in every break area</p>

<ul style="list-style-type: none"> Visitors/contractors/suppliers on site increase the risk of transmission. 	<p>Site visits only by pre-arrangement.</p> <p>A record of visitors must be kept for 21 days</p> <p>1 visitor to enter main reception at 1 time, other visitors to form queue outside reception until area is empty.</p> <p>Information/signage for visitors informing them of the infection control procedures.</p> <p>Deliveries and visits outside of school opening hours where possible.</p> <p>Provision of hand sanitiser at main school entrance.</p> <p>Process for the acceptance of deliveries required i.e. area where deliveries can be safely left – teacher work room.</p> <p>All visitors to site to wear face coverings/visors</p>
<ul style="list-style-type: none"> Changes affect normal emergency procedures. 	<p>Review of fire assembly points to accommodate reduced contact and distancing where practicable.</p> <p>Fire drill practice to train new arrangements.</p> <p>Other contingency emergency plans to be reviewed including lockdown procedures, major disruption through loss of services, gas leak etc.</p>
<ul style="list-style-type: none"> Clear signposting for adults and children on social distancing in classrooms / corridors / halls / office spaces 	<p>Social distancing to be explained to pupils.</p> <p>Hazard tape to be used on floors to ensure 2m social distancing is clearly marked.</p> <p>Regular signage at key points in classrooms/ corridors/ halls and offices</p>
<ul style="list-style-type: none"> Site security is compromised by new arrangements. 	<p>Normal security standards will apply, doors which may be used for drop-off/pick up should then be closed during the school day (and locked if not fire doors).</p> <p>Additional ventilation via open doors and windows should not occur in unoccupied parts of the site.</p>

3.6 a) Do you assess these measures as being adequate?	YES	NO
3.6 b) If 'NO' what additional measures are necessary?		
Action required:	By Whom	By When
Training for all staff on the above procedures prior to school commencing back	CT	02/09/20

Adequate number of staff to supervise break/ lunch times	CT/HN Department Leaders	02/09/20
Sufficient supply of PPE and cleaning materials	HN/AC	02/09/20
Regular cleaning of all areas used by staff and pupils	Cleaning Team	02/09/20

3.7 Risk/ Priority Indicator

Severity
1. Negligible (delay only)
2. Slight (minor injury/damage/interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury/damage, lost time business interruption, disablement)
5. Very High (fatality/business closure)

Likelihood
1. Improbable/very unlikely
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LIKELIHOOD	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
		SEVERITY (CONSEQUENCE)				




Likelihood X Severity = Risk rating

3 x 4 = 12

3.8 Risk Assessment Statement – Please tick ONE box only

This activity/event/situation can go ahead with no additional action(s)	
This activity/event/situation can go ahead, but the additional action(s) identified in 3.6b) above must be undertaken within the timescales given.	✓
This activity/event/situation is not to go ahead unless the additional action identified in 3.6b) above is in place.	

Name of Assessor:	Signature:	Date:
Caroline Thomas		02/09/20

Review Date:	Signature:	Review Date:	Signature:
12/10/20		01/03/21	
18/01/21			

4. First Aid Risk Assessment

GENERAL RISK ASSESSMENT FORM FOR SCHOOLS	RA4
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4.1 What is being assessed (task/activity)?

First Aid

4.2 What sort of harm can you foresee from this situation/activity?

Spreading of the coronavirus to pupils and staff

4.3 Which individual or group(s) of employees or non-employees may be harmed?

Individual employee	✓	Individual pupil	✓	Contractors	
Employees generally	✓	Pupils generally	✓	Members of public	
Unpaid helpers/volunteers				Visitors	

4.4 Is there any heightened risk to:

New or expectant mothers (employees)	✓	Unsupervised pupils	✓	Anyone with a specific disability or medical condition	✓
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4.5 What other factors may contribute to the likelihood of any harm occurring?

Staff forget to apply System of Controls

Constant reminders to:

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

Clean hands thoroughly more often than usual

Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach

Minimise contact between individuals and maintain social distancing wherever possible

If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home. Put in place a procedure for anyone becoming unwell.

Build routines into the school culture and plan ways to promote handwashing with soap and water for at least 20 seconds across the school day, particularly:

- After coming into school
- After sneezing or coughing
- Before and after handling or eating food
- After going to the toilet

Ensure there are enough hand washing or hand sanitiser stations available

Put in place supervision of hand sanitisers given risks around ingestion

Promote the 'catch it, bin it, kill it' approach, e.g. by providing tissues, bins, posters

Define a new cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms/shared areas that are used by different groups, frequently touched surfaces being cleaned more often than normal.

Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas.

Plan for the daily removal and safe disposal of rubbish.

Schedule frequent cleaning of resources (e.g. books, toys) shared within groups.

Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups.

Purchase additional standard cleaning equipment if needed

Plan group sizes:

- Each class will be a Bubble

Revise timetables to accommodate groups and minimise movement between classrooms, where possible

	<p>Where possible, stagger start, break, lunch and finish times – staggered times in place</p> <p>Cancel large gatherings, such as assemblies and staff meetings – assemblies will be via Microsoft Teams, staff meetings limited to below 15 or via Microsoft Teams.</p> <p>Revise extra-curricular offer to minimise mixing between groups – no extra-curricular clubs on offer</p> <p>Where possible, plan ways to minimise contact around school estate between groups, e.g. separate entrance/exit gates or one-way systems</p> <ul style="list-style-type: none"> - separate entry/exit points for each department and staggered times at these points - One way system inside building <p>Divide playground to minimise mixing between groups</p> <ul style="list-style-type: none"> - Playground/field to be split to allocated areas to classes <p>Plan arrangements for drop off/collection and communicate these to parents</p> <p>Plan measures for lunchtimes, including: Managing lunch queues; Reconfiguring dining spaces; Communicating new arrangements to catering suppliers and lunchtime supervisors</p> <ul style="list-style-type: none"> - Hot food will be re-introduced for FSM children from 8th March - Packed lunches provided for UFSM children and any other children who wish to purchase one - All children to eat in classroom <p>All adults will wear face coverings when moving around the school, unless in own bubble</p> <p>Staff who work in several areas of the school will identify their bubble and wear a face covering in all other communal areas of the school</p> <p>All visitors to site will be required to wear a face covering</p> <p>All parents/carers and staff will be required to wear a face covering at drop off & pick up</p>
Area of Concern	Control measures
Uncertain who First Aiders are and how to contact (certificate extended for 3 months)	<p>First Aiders are: list displayed in medical room & staff room</p> <p>First Aiders are highlighted by Department Leaders in Departments</p> <p>Train additional staff if needed</p>

	If First Aid staffing is less than normal minimise hazardous activity which may result in an injury.
Enough PPE equipment	Check daily Person responsible for checking is Ally Carne Log book signed daily
Staff don't know where PPE is	On training ppt for all staff Regular reminders
All staff who need to wear PPE are unsure	On line training provided – https://www.youtube.com/watch?v=-GncQ_ed-9w Register and date recorded
Resource Base Not enough PPE for all staff	Check PPE equipment daily First aider to wear PPE to include; Face visor, face mask, protective suit/ apron, gloves. Pupil to wear face visor and face mask. Visor to be cleaned after use all other equipment to be disposed of. Order new equipment weekly? Training on how to wear equipment completed https://www.youtube.com/watch?v=-GncQ_ed-9w
Medical room to be used for non Covid symptoms	Cleaned daily Social distancing in place (where possible)
Separate Covid 19 medical room identified	Observation Room 1 Cleaned daily Cleaned after suspected case
Child/student has Covid 19 symptoms	All staff and children know procedure if they feel unwell while at school. Any child or staff member with covid symptoms (high temperature, new persistent cough, change in sense of taste or smell) will be sent home. If a child is awaiting collection, they should be moved, if possible, to the covid medical room (Observation Room 1) where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn

	<p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</p> <p>In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>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). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.</p> <p>In an emergency call 999</p>
Minor first aid incident	<p>Follow school procedures</p> <p>Mask on child and First Aider. Further PPE equipment to be used as needed.</p>
Major first aid incident	Call 999
Testing for Covid	<p>The guidance has been explained to all staff during induction training</p> <p>Support is available via Acorn HR post test results</p>
Monitoring of Covid cases	<p>Any positive case must be reported to Acorn HR</p> <p>Support available to parents and staff on how to take a test</p> <p>Apply track and trace</p> <p>Staff and parents are aware of what to do if they or a member of the household display symptoms</p> <p>Any updates are communicated to all</p>

4.6 a) Do you assess these measures as being adequate?	YES	NO
4.6 b) If 'NO' what additional measures are necessary?		
Action required:	By Whom	By When

Training for all staff on the above procedures prior to school commencing back	CT	02/09/20
Sufficient supply of PPE and cleaning materials	JE/AC	02/09/20

4.7 Risk/ Priority Indicator

Severity
1. Negligible (delay only)
2. Slight (minor injury/damage/interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury/damage, lost time business interruption, disablement)
5. Very High (fatality/business closure)

Likelihood
1. Improbable/very unlikely
2. Unlikely
3. Even chance/may happen
4. Likely
5. Almost certain/imminent

LIKELIHOOD	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
		SEVERITY (CONSEQUENCE)				




Likelihood X Severity = Risk rating

4 x 4 = 16

4.8 Risk Assessment Statement – Please tick ONE box only

This activity/event/situation can go ahead with no additional action(s)	
This activity/event/situation can go ahead, but the additional action(s) identified in 4.6b) above must be undertaken within the timescales given.	X
This activity/event/situation is not to go ahead unless the additional action identified in 4.6b) above is in place.	

Name of Assessor:	Signature:	Date:
Caroline Thomas		02/09/20

Review Date:	Signature:	Review Date:	Signature:
12/10/20		01/03/21	
18/01/21			

5. Human Resources Risk Assessment

**GENERAL RISK ASSESSMENT FORM
FOR SCHOOLS**

RA5

1. What is being assessed (task/activity)?

The deployment of staff across school as settings return in full.

2. What sort of harm can you foresee from this situation/activity?

Spreading of the coronavirus to pupils and staff

3. Which individual or group(s) of employees or non-employees may be harmed?

Individual employee	✓	Individual pupil	✓	Contractors	✓
Employees generally	✓	Pupils generally	✓	Members of public	
Unpaid helpers/volunteers				Visitors	

4. Is there any heightened risk to:

New or expectant mothers (employees)	✓	Unsupervised pupils	✓	Anyone with a specific disability or medical condition	✓
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5. What other factors may contribute to the likelihood of any harm occurring?	Action
Area of Concern	Control measures
The availability of teaching staff is lower than required to adequately teach children / students in a setting.	<ul style="list-style-type: none"> • The health status of staff is reviewed regularly and updated and records kept. • Staff must inform of changes to their health situation • Staff who are shielding/vulnerable have separate individual risk assessments. Some will continue to work from home if role allows. • Teaching assistants to be used to help with classes under the supervision of teachers. • Staff need to be tested should they display symptoms • Schools need plans for situations where schools cannot be adequately staffed.
There are staff with underlying health issues	<ul style="list-style-type: none"> • Current government guidelines are being applied. • Individual risk assessments have been produced for staff where roles/ hours/conditions have been modified. • Conversations with medical practitioners have been encouraged. • Home working for vulnerable staff is still encouraged for as much of the day as possible. Senior staff must maintain contact to avoid exclusion/feelings of isolation. • Staff can wear PPE if they wish to • All staff have been asked to tell Heads if they are pregnant and will work from home from 24 weeks. • Any cases/rises in R rates and staff must stay at home
Staff with symptoms who need to obtain a test.	<ul style="list-style-type: none"> • All staff have been made aware of how to obtain a test and the experiences of those who have can be shared to reduce anxiety. • Staff struggling to access a computer to have support from school admin. • Staff have had clear communication on self-isolation with symptoms • Staffing to be reviewed in light of absence due to isolation.
Staff wellbeing and mental health.	
Area of Concern	Control measures
Staff mental health and wellbeing have been affected by the working experience.	<ul style="list-style-type: none"> • Staff have been encouraged to focus on their wellbeing • Line managers are being encouraged to monitor staff wellbeing and workload • Senior staff will communicate regularly with all staff • Rest areas will be provided • Roles can be amended in light of any home working • Staff must leave the school site by 5pm. • Staff have been signposted to useful websites and resources and have been encouraged to communicate if issues.
Staff mental health and wellbeing will be affected due to the reopening of schools	<ul style="list-style-type: none"> • All risk assessments to be communicated to staff • All plans/ processes to be shared. • Staff to receive training before students return • Staff to be encouraged to share their concerns • Staff to be phased back to work slowly if needed.
Staff suffer bereavement as a result of COVID-19	<ul style="list-style-type: none"> • There is some Trust support for bereavement

	<ul style="list-style-type: none"> The Trust can use outside organisations if required.
Practical issues for staff on site	
Area of Concern	Control measures
The sharing of food and drink is an additional risk	<ul style="list-style-type: none"> There is no provision for food and drink on site All staff to bring their own and not to share
The not wearing of clean clothes could increase the risk of infection	<ul style="list-style-type: none"> Staff dress code still applies Staff should ensure clothes are washed at the end of each day.
Staff room will be used as social gatherings and thus increasing the risk of infection	<ul style="list-style-type: none"> Staff room is not to be used for socialising but can be used for staff to eat their lunch during their lunch break Staff using the staff room to eat lunch must adhere to social distancing rules Seating has been moved to be socially distanced (2m+) Staff are encouraged to eat lunch outdoors on the front lawn if the weather is good enough Staff can't socialise in groups and must adhere to social distancing. Staff have been informed of this in the plans to return Staff to wipe down seat and area used with salgiene after use
Shared facilities in the staff room may increase the risk of infection	<ul style="list-style-type: none"> Fridges will be switched off and remain out of use Water heater may be used but staff should wash hands or use hand sanitiser before and after use Lever on water heater will be cleaned regularly throughout the day Microwaves may be used but door handle and control buttons must be wiped down with salgiene and a disposable cloth before and after use.
Untidy classrooms do not allow for sufficient cleaning.	<ul style="list-style-type: none"> Staff to clear everything from classroom desks and floors to allow for cleaning. This includes desks and cupboards so staff can distance 2m from children and there is more floor space for desks.
Staff administering first aid and intimate care	<ul style="list-style-type: none"> Please see additional risk assessments on health and safety

6a). Do you assess these measures as being adequate?	YES	NO
6b). If 'NO' what additional measures are necessary?		
Action required:	By Whom	By When
Training for all staff on cleaning and fire drill procedures prior to school commencing back	CT	02/09/20
Full communication on the planned reopening will be shared with all staff	CT	02/09/20

This activity/event/situation can go ahead with no additional action(s)		
This activity/event/situation can go ahead, but the additional action(s) identified in 6b) above must be undertaken within the timescales given.		✓
This activity/event/situation is not to go ahead unless the additional action identified in 6b) above is in place.		

Name of Assessor:	Signature:	Date:
Caroline Thomas		02/09/20

Review Date:	Signature:	Review Date:	Signature:
12/10/20		01/03/21	
18/01/21			

Staff who are extremely clinically vulnerable or who have several factors that make them clinically vulnerable are allowed to return to work providing the controls set out in the guidance are adhered to

This risk assessment is to ensure that measures are in place and risks mitigated as far as possible for these staff
Staff are encouraged to obtain medical advice.

Where the role allows, homeworking should be encouraged.

For staff who are pregnant, they should work at home from 24 weeks so anybody with a baby due before Christmas should work from home.

A normal maternity risk assessment and this additional risk assessment should be completed for those working before 24 weeks.

October half term would be another sensible point to begin homeworking.

General Information			
Staff Name		Job Title	
Line Manager			
Date of assessment		Review Date. This should be fortnightly.	

Risk factors for staff onsite

Please outline the risk factors that classify the staff member as (extremely) vulnerable.

How will the school ensure that there is less contact with staff and students.	
List activities the staff member will carry out that enables them to keep a distance from staff and children including how long they will be on school site.	
How will the school manage factors such as eating and drinking on site and using toilet facilities.	
Outline areas of the school that the staff member is not allowed.	
Has additional advice been obtained from a medical practitioner	
Who will monitor the staff member whilst on site? Does the staff member know who to go to should there be any issues?	
Who will conduct the meeting prior to starting to ensure the staff member understands exactly what they can and can't do	

Do you assess these measures as being adequate?	YES	NO
6b). If 'NO' what additional measures are necessary?		
Action required:	By Whom	By When
This activity/event/situation can go ahead with no additional action(s)		
This activity/event/situation can go ahead, but the additional action(s) identified in 6b) above must be undertaken within the timescales given.		
This activity/event/situation is not to go ahead unless the additional action identified in 6b) above is in place.		

Name of Assessor:	Signature:	Date:
		06/05/20

Review Date:	Signature:	Review Date:	Signature:

6. Estates & Site Cleaning Risk Assessment

**GENERAL RISK ASSESSMENT FORM
FOR SCHOOLS**

RA6

6.1 What is being assessed (task/activity)?

Cleaning/ estates /site for Covid 19

6.2 What sort of harm can you foresee from this situation/activity?

Spreading of the coronavirus to pupils and staff

6.3 Which individual or group(s) of employees or non-employees may be harmed?

Individual employee	✓	Individual pupil	✓	Contractors	✓
Employees generally	✓	Pupils generally	✓	Members of public	
Unpaid helpers/volunteers				Visitors	

6.4 Is there any heightened risk to:

New or expectant mothers (employees)	✓	Unsupervised pupils	✓	Anyone with a specific disability or medical condition	✓
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6.5 What other factors may contribute to the likelihood of any harm occurring?

Staff forget to apply System of Controls
Constant reminders to:
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

Clean hands thoroughly more often than usual

Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach

Minimise contact between individuals and maintain social distancing wherever possible

If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home. Put in place a procedure for anyone becoming unwell.

Build routines into the school culture and plan ways to promote handwashing with soap and water for at least 20 seconds across the school day, particularly:

- After coming into school
- After sneezing or coughing
- Before and after handling or eating food
- After going to the toilet

Ensure there are enough hand washing or hand sanitiser stations available

Put in place supervision of hand sanitisers given risks around ingestion

Promote the 'catch it, bin it, kill it' approach, e.g. by providing tissues, bins, posters

Define a new cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms/shared areas that are used by different groups, frequently touched surfaces being cleaned more often than normal.

Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas.

Plan for the daily removal and safe disposal of rubbish.

Schedule frequent cleaning of resources (e.g. books, toys) shared within groups.

Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups.

Purchase additional standard cleaning equipment if needed

Plan group sizes:

- Each class will be a Bubble

Revise timetables to accommodate groups and minimise movement between classrooms, where possible

Where possible, stagger start, break, lunch and finish times – staggered times in place

	<p>Cancel large gatherings, such as assemblies and staff meetings – assemblies will be via Microsoft Teams, staff meetings limited to below 15 or via Microsoft Teams.</p> <p>Revise extra-curricular offer to minimise mixing between groups – no extra-curricular clubs on offer</p> <p>Where possible, plan ways to minimise contact around school estate between groups, e.g. separate entrance/exit gates or one-way systems</p> <ul style="list-style-type: none"> - separate entry/exit points for each department and staggered times at these points - One way system inside building <p>Divide playground to minimise mixing between groups</p> <ul style="list-style-type: none"> - Playground/field to be split to allocated areas to classes <p>Plan arrangements for drop off/collection and communicate these to parents</p> <p>Plan measures for lunchtimes, including: Managing lunch queues; Reconfiguring dining spaces; Communicating new arrangements to catering suppliers and lunchtime supervisors</p> <ul style="list-style-type: none"> - Hot food will be re-introduced for FSM children from 8th March - Packed lunches provided for UFSM children and any other children who wish to purchase one - All children to eat in classroom <p>All adults will wear face coverings when moving around the school, unless in own bubble</p> <p>Staff who work in several areas of the school will identify their bubble and wear a face covering in all other communal areas of the school</p> <p>All visitors to site will be required to wear a face covering</p> <p>All parents/carers and staff will be required to wear a face covering at drop off & pick up</p>
Area of Concern	Control Measures
Arrange (deep) clean of premises	All areas to have been deep cleaned since 20 th March when schools were fully open.
Ensure all outside (play) areas are clear of debris	Outdoor areas to have been cleaned and removal of any debris such as tree branches.
Check classroom for damage	All classrooms to be risk assessed for any deterioration to structure and fittings.
Legionella checks (eg All water outlets thoroughly flushed/All water outlet temperatures are within limits and TMVs working correctly etc)	All checks undertaken and any readings outside the limits outlets are cleaned and reinstated.

Fire alarm check	Weekly checks to be reinstated where building has not been in use. Recording of checks on the fire alarm form.
Check gas/boilers/heating systems etc	Check servicing of all boilers and heating systems. Ensure water and heating running to temperature.
Adjust evacuation procedures to reflect social distancing rules	Review evacuation procedures and use 2m rule to check class numbers upon evacuation.
Consider additional nearest exit areas	Evacuation routes to reflect areas of the school being used. Ensure new procedures are communicated to staff.
Consider additional fire marshall training	Provide training to new members of staff or staff with a new role in the evacuation process. To include a walk-through of the evacuation procedures.
Plan additional fire drills to take place to ensure all pupils and all staff are updated on new arrangements	To undertake a fire drill in the first full week with new evacuation process procedures.
Check council/provider refuse collection timetables and collection type	Ensure a minimum fortnightly collection of refuse to keep sites clean.
Arrange new daily cleaning schedule in line with government guidance. Increase levels of cleaning staff both during the school day and end of day	<p>Schools to employ cleaners throughout the day. To clean surfaces such as tables, chairs, toilets, doors and door handles using Selgiene cleaner and disposable cloths.</p> <p>End or start of the day cleaning to include the above as well as deep clean of toilet areas.</p> <p>Cleaners to apply social distancing rules when working alongside other colleagues.</p> <p>PPE to be used by cleaning staff includes aprons, gloves and face mask is optional.</p> <p>If cleaning staff are required to clean body fluids such as sick then full suit must be worn with face mask and face visor.</p> <p>Aprons, gloves, face masks and cloths must be disposed of at the end of each cleaning session. They are to be double backed and put into bins.</p>
Insufficient handwashing and hygiene facilities increase the risk of transmission.	<p>Hand gel dispenser outside of all classrooms. Re-fills kept safely in each classroom.</p> <p>Children to handwash on entry to school, before and after each break and lunch, leaving school and after using toilet.</p> <p>Extra signage for washing hands.</p> <p>Supplies of tissues and lidded bins in each teaching space and classroom.</p> <p>Ensure help is available for children who cannot clean their hands independently.</p> <p>Ensure supplies of suitable soap.</p>
Insufficient cleaners	<p>Confirm available cleaning staffing levels before re-opening.</p> <p>Use of contractors or other school staff for cleaning.</p>

	<p>Agree the new cleaning requirements and additional hours for this.</p> <p>PPE to be worn by cleaning staff as dictated by risk assessment.</p> <p>Hand gel dispensers at strategic locations around the site to complement handwashing facilities.</p> <p>Promotion of the 'Catch it, Bin it, Kill it' campaign to pupils and staff.</p> <p>Resources are rotated or left to de-contaminate for 48 hours (or 72 hours if plastic) if being used by different groups.</p>
Exposure to new hazardous substances (products)	<p>COSHH assessment to be carried out for any new cleaning/sanitising products in use.</p> <p>Additional cleaning staff to be made aware of the COSHH risk assessments.</p> <p>Appropriate storage of hazardous substances.</p> <p>Material data sheets to be made available for new and existing products.</p>
Use of bins in classrooms	<p>In addition to normal bin pedal bin to be provided for disposal of used tissues. Where insufficient pedal bins can be sourced tissues to be put into small pooh bag and disposed of in classroom bin. Classroom bin to be emptied daily.</p>
Identify equipment/play equipment that will require increased levels of daily cleaning	<p>Indoor play equipment to be reduced to a minimum to avoid risk of contact by multiple pupils.</p> <p>Pupils to have their own stationary equipment where possible.</p> <p>Any shared equipment to be cleaned between use by different pupils.</p>
Check all internal and external play equipment is safe, any remedial identified from recent inspections are complete or item removed/made safe	<p>Fixed play equipment to be put out of use.</p> <p>Soft toys and difficult to clean play equipment to be removed.</p> <p>Individual items of play equipment to be cleaned between each use.</p>
Consider the ease of laundering school uniforms for pupils/business clothes for staff so that newly washed clothes can be worn each day	<p>Schools to have a flexible uniform policy so parents/carers can wash clothes at the end of the day and have clean set ready for subsequent day</p>
Ensure that there are sufficient supplies of toiletries and handwashing soap, loo roll etc	<p>Acorn Education Trust to provide PPE and cleaning equipment for teaching or business staff.</p> <p>External contractors to provide equipment for end of the day cleaning</p>
Ensure staff kitchen areas are clear and clean including fridges	<p>All fridges to be cleared and deep cleaned before school reopens.</p>

	Fridges in staff room to remain out of use.
Visitors/contractors/suppliers on site increase the risk of transmission.	<p>Site visits only by pre-arrangement.</p> <p>A record of visitors must be kept for 21 days</p> <p>1 visitor to enter main reception at 1 time, other visitors to form queue outside reception until area is empty.</p> <p>Information/signage for visitors informing them of the infection control procedures.</p> <p>Deliveries and visits outside of school opening hours where possible.</p> <p>Provision of hand sanitiser at main school entrance.</p> <p>Process for the acceptance of deliveries required i.e. area where deliveries can be safely left – teacher work room.</p>
Changes affect normal emergency procedures.	<p>Review of fire assembly points to accommodate reduced contact and distancing where practicable.</p> <p>Fire drill practice to train new arrangements.</p> <p>Other contingency emergency plans to be reviewed including lockdown procedures, major disruption through loss of services, gas leak etc.</p>
Site security is compromised by new arrangements.	<p>Normal security standards will apply, doors which may be used for drop-off/pick up should then be closed during the school day (and locked if not fire doors).</p> <p>Additional ventilation via open doors and windows should not occur in unoccupied parts of the site.</p>
Building checks not taken place	All usual building checks are to be undertaken as normal including flushing of water outlets, schedules of preventative maintenance, portable appliance testing and asbestos monitoring.
Standard risk assessments do not take account of additional covid-19 risks	<p>Ensure all work environments and teaching/learning activities have been subjected to risk assessments in line with conventional H&S requirements.</p> <p>Review and where necessary update all risk assessments with additional control measures to counter any significant infection transmission risk</p> <p>Pay particular attention to curriculum areas and activities being resumed for the first time since school restrictions were introduced</p> <p>One-off activities such as PTA and other fundraising events, firework displays etc will be subject to separate risk assessment.</p>

	<p>Lettings of facilities will be subject to separate risk assessment.</p> <p>School clubs, Breakfast clubs and after-school provision are subject to a separate risk assessment.</p> <p>Behaviour policy amended to reflect covid-19 protocols.</p>
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6.6 a) Do you assess these measures as being adequate?	YES	NO
6.6 b) If 'NO' what additional measures are necessary?		
Action required:	By Whom	By When
Training for all staff on cleaning and fire drill procedures prior to school commencing back		02/09/20
Communication with parents regarding school uniform and regular (daily) washing of it.		02/09/20
Sufficient supply of PPE and cleaning materials from Acorn Education Trust		02/09/20
Regular cleaning of all areas used by staff and pupils		02/09/20

6.7 Risk/ Priority Indicator

Severity
1. Negligible (delay only)
2. Slight (minor injury/damage/interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury/damage, lost time business interruption, disablement)
5. Very High (fatality/business closure)

Likelihood
1. Improbable/very unlikely
2. Unlikely
3. Even chance/may happen
4. Likely
5. Almost certain/imminent




LIKELIHOOD	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
		SEVERITY (CONSEQUENCE)				

Likelihood X Severity = Risk rating

3 x 4 = 12

6.8 Risk Assessment Statement – Please tick ONE box only	
This activity/event/situation can go ahead with no additional action(s)	
This activity/event/situation can go ahead, but the additional action(s) identified in 6.6b) above must be undertaken within the timescales given.	✓
This activity/event/situation is not to go ahead unless the additional action identified in 6.6b) above is in place.	

Name of Assessor:	Signature:	Date:
Caroline Thomas		02/09/20

Review Date:	Signature:	Review Date:	Signature:
12/10/20		01/03/21	
18/01/21			

7. Catering Risk Assessment



GENERAL RISK ASSESSMENT FORM FOR SCHOOLS	RA7
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7.1 What is being assessed (task/activity)?

Catering

7.2 What sort of harm can you foresee from this situation/activity?

Spreading of the coronavirus to pupils and staff

7.3 Which individual or group(s) of employees or non-employees may be harmed?

Individual employee	✓	Individual pupil	✓	Contractors	
Employees generally	✓	Pupils generally	✓	Members of public	
Unpaid helpers/volunteers				Visitors	

7.4 Is there any heightened risk to:

New or expectant mothers (employees)	✓	Unsupervised pupils	✓	Anyone with a specific disability or medical condition	✓
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7.5 What other factors may contribute to the likelihood of any harm occurring?

Staff forget to apply System of Controls

Constant reminders to:

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

Clean hands thoroughly more often than usual

Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach

Minimise contact between individuals and maintain social distancing wherever possible

If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home. Put in place a procedure for anyone becoming unwell.

Build routines into the school culture and plan ways to promote handwashing with soap and water for at least 20 seconds across the school day, particularly:

- After coming into school
- After sneezing or coughing
- Before and after handling or eating food
- After going to the toilet

Ensure there are enough hand washing or hand sanitiser stations available

Put in place supervision of hand sanitisers given risks around ingestion

Promote the 'catch it, bin it, kill it' approach, e.g. by providing tissues, bins, posters

Define a new cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms/shared areas that are used by different groups, frequently touched surfaces being cleaned more often than normal.

Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas.

Plan for the daily removal and safe disposal of rubbish.

Schedule frequent cleaning of resources (e.g. books, toys) shared within groups.

Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups.

Purchase additional standard cleaning equipment if needed

Plan group sizes:

- Each class will be a Bubble

Revise timetables to accommodate groups and minimise movement between classrooms, where possible

Where possible, stagger start, break, lunch and finish times – staggered times in place

	<p>Cancel large gatherings, such as assemblies and staff meetings – assemblies will be via Microsoft Teams, staff meetings limited to below 15 or via Microsoft Teams.</p> <p>Revise extra-curricular offer to minimise mixing between groups – no extra-curricular clubs on offer</p> <p>Where possible, plan ways to minimise contact around school estate between groups, e.g. separate entrance/exit gates or one-way systems</p> <ul style="list-style-type: none"> - separate entry/exit points for each department and staggered times at these points - One way system inside building <p>Divide playground to minimise mixing between groups</p> <ul style="list-style-type: none"> - Playground/field to be split to allocated areas to classes <p>Plan arrangements for drop off/collection and communicate these to parents</p> <p>Plan measures for lunchtimes, including: Managing lunch queues; Reconfiguring dining spaces; Communicating new arrangements to catering suppliers and lunchtime supervisors</p> <ul style="list-style-type: none"> - Hot food will be re-introduced for FSM children from 8th March - Packed lunches provided for UFSM children and any other children who wish to purchase one - All children to eat in classroom <p>Staggered lunchtime to allow time for outdoor play</p> <p>All adults will wear face coverings when moving around the school, unless in own bubble</p> <p>Staff who work in several areas of the school will identify their bubble and wear a face covering in all other communal areas of the school</p> <p>All visitors to site will be required to wear a face covering</p> <p>All parents/carers and staff will be required to wear a face covering at drop off & pick up</p>
Area of Concern	Control measures
Communication to catering providers of expected provision as numbers grow in school	Head of Support Services to liaise with Catering Manager and headteachers
Agree plans and phased increase of on-site food provision.	Plans to provide packed lunches initially and then increase provision of hot food over time
FSM for those not in school during the lockdown	<p>Food parcels provided until 19.01.21</p> <p>FSM vouchers to re-commence from 18.01.21</p> <p>Food parcels will be provided for FSM children who are isolating</p>
Before returning. Kitchens are clean and safe and ready for use	<p>Deep clean all areas of the kitchen to be used</p> <p>Check ventilation and extraction systems.</p>

Clinically extremely vulnerable staff	These individuals are not to return to work if advised not to by their GP
Social distancing in the kitchen	<p>Reducing the number of people each person has contact with by using 'fixed teams or partnering'</p> <p>Allowing kitchen access to as few people as possible. Minimising interaction between kitchen staff and other workers, including when on breaks.</p> <p>Spacing workstations 2m apart as much as possible, recognising the difficulty of moving equipment such as sinks, hobs and ovens.</p> <p>Where difficult to work 2m apart use back-to-back or side-to-side working (rather than face-to-face) whenever possible.</p> <p>Providing floor and wall signage to signal distances of 2m apart. Using 'one way' traffic flows to minimise contact.</p> <p>Minimising contact at 'handover' points with other staff, such as when presenting food to serving staff and delivery drivers.</p>
Cleaning whilst kitchen is in use	<p>Wedging doors open, where appropriate, to reduce touchpoints. Does not apply to fire doors.</p> <p>Stringent cleaning in kitchen areas at all times and additional cleaning and disinfection at end of shift.</p> <p>Bins for collection of used towels and staff overalls.</p> <p>Bins disposed of regularly (min daily)</p> <p>Kitchen staff to wash hands before handling food, plates, cutlery and packed lunch bags.</p> <p>High frequency of hand washing throughout the day</p>
Distribution of food (delivery)	<p>Minimising contact between kitchen workers and delivery driver.</p> <p>Having zones from which delivery drivers can collect packaged food items and return empty food boxes.</p> <p>Food boxes/ containers to be wiped down before and after transporting food</p> <p>Delivery staff to wash hands before distributing food.</p>
Distribution of food (schools)	<p>Minimising contact between school staff and delivery driver.</p> <p>Having zones from which delivery drivers drop off and can collect packaged food.</p> <p>Food boxes/ containers to be wiped down after use by the school School staff to wash hands before distributing food to pupils.</p>
Pupils queueing for food	School packed lunches to be delivered to classrooms by MDSAs
Serving of food to pupils	Hot food will be served in classrooms

7.6 a) Do you assess these measures as being adequate?	YES	NO
7.6 b) If 'NO' what additional measures are necessary?		
Action required:	By Whom	By When
Training for all staff on the above procedures prior to school commencing back		02/09/20
Adequate number of staff to work in the kitchen		02/09/20
Sufficient supply of PPE and cleaning materials		02/09/20

7.7 Risk/ Priority Indicator

Severity
1. Negligible (delay only)
2. Slight (minor injury/damage/interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury/damage, lost time business interruption, disablement)
5. Very High (fatality/business closure)

Likelihood
1. Improbable/very unlikely
2. Unlikely
3. Even chance/may happen
4. Likely
5. Almost certain/imminent

LIKELIHOOD	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
		SEVERITY (CONSEQUENCE)				



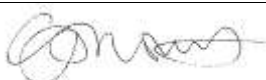
Likelihood X Severity = Risk rating

3 x 4 = 12

7.8 Risk Assessment Statement – Please tick ONE box only

This activity/event/situation can go ahead with no additional action(s)	
This activity/event/situation can go ahead, but the additional action(s) identified in 7.6b) above must be undertaken within the timescales given.	✓
This activity/event/situation is not to go ahead unless the additional action identified in 7.6b) above is in place.	

Name of Assessor:	Signature:	Date:
Caroline Thomas		02/09/20

Review Date:	Signature:	Review Date:	Signature:
12/10/20		01/03/21	
18/01/21			

8. Curriculum Risk Assessment

**GENERAL RISK ASSESSMENT FORM
FOR SCHOOLS**

RA8

8.1. What is being assessed (task/activity)?

Curriculum

8.2. What sort of harm can you foresee from this situation/activity?

Spreading of the coronavirus to pupils and staff

8.3. Which individual or group(s) of employees or non-employees may be harmed?

Individual employee	✓	Individual pupil	✓	Contractors	
Employees generally	✓	Pupils generally	✓	Members of public	
Unpaid helpers/volunteers				Visitors	

8.4. Is there any heightened risk to:

New or expectant mothers (employees)	✓	Unsupervised pupils	✓	Anyone with a specific disability or medical condition	✓
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8.5. Key Factors to consider for each subject	Action
<p>Main actions to reinforce daily in every lesson:</p> <ol style="list-style-type: none"> 1. Any student feels unwell report to class teacher/TA, maintaining social distancing 2. Any staff member feels unwell report to headteacher, maintaining social distancing 3. Clean hands more often than usual – start/end of lesson 4. Promote catch it, bin it, kill it 5. Clean frequently touched surfaces 6. Social distancing with staff and students 	<p>Those who have Coronavirus symptoms or member of the family stay at home or if in school, follow First Aid RA.</p> <p>Wash hands every hour, for 20 seconds under running water, with soap or use alcohol sanitiser/gel</p> <p>Bins in every classroom</p> <p>Cleaning programme in place, see separate RA</p> <p>Children taught in same class, in same rooms. Staggered arrivals, breaks etc.</p>
<p>Classroom lessons – Upper School & Y2/3:</p> <p>Layout of classroom</p> <p>Equipment</p>	<p>All lessons to be taught either in bubble’s own classroom or outdoors.</p> <p>No setting/grouping across classes</p> <p>All children facing the front (Y1 upwards)</p> <p>Teacher remains at front in area marked by hazard tape where possible</p> <p>Children who need more individual input will be brought to carpet area where they will sit facing the front</p> <p>Small group of tables outside each classroom, facing the wall to be used by children needing small group work with TA</p> <p>Teacher & TA to maintain 2m distance from children where possible</p> <p>Each child will be provided with a named pack containing individual resources eg pencil, ruler, whiteboard etc</p> <p>Shared equipment only used/touched by one student each lesson, wiped down after each lesson</p> <p>Every table cleaned regularly, at lunchtime and end of day as a minimum</p>
<p>Classroom lessons – EYFS & Y1:</p> <p>Layout of classroom</p>	<p>All lessons to be taught either in bubble’s own classroom or outdoors.</p> <p>All children will face the front when on the carpet and carpet spots will be used to help children with this.</p>

<p>Equipment</p>	<p>Teacher remains at front in area marked by hazard tape where possible</p> <p>Classroom will be arranged to allow for continuous provision</p> <p>Staff will maintain distance from children when interacting with them, either practically or at a table.</p> <p>All resources will either be sanitised at the end of the day or stored for 72 hours before being re-circulated.</p> <p>Soft furnishings and toys will not be in use</p> <p>Every table cleaned regularly, at lunchtime and end of day as a minimum</p>
<p>Classroom lessons – Resource Base:</p> <p>Layout of classroom</p> <p>Equipment</p>	<p>All lessons to be taught either in class's own classroom or outdoors.</p> <p>All children will be given an individual table/work space where they are socially distanced.</p> <p>Where appropriate, based on age and SEND need, children will face the front.</p> <p>Teacher remains at front in area marked by hazard tape where possible</p> <p>Classroom will be arranged to allow for continuous provision/practical work, depending on the age and SEND need of the children</p> <p>Staff will maintain distance from children when interacting with them, either practically or at a table.</p> <p>Each child in Germany & France will be provided with a named pack containing individual resources eg pencil, ruler, whiteboard etc</p> <p>All resources will either be sanitised at the end of the day or stored for 72 hours before being re-circulated.</p> <p>Soft furnishings and toys will not be in use</p> <p>Every table cleaned regularly, at lunchtime and end of day as a minimum</p>
<p>Use of IT Equipment:</p>	<p>Computing lessons will be taught in child's own classroom</p> <p>Laptops and I-pads will be used by children throughout the day</p>

	Laptops and I-pads will be wiped down between each use
Music:	<p>Music will be taught in child's own classroom - classroom layout will be as described above</p> <p>Teacher remains at front in area marked by hazard tape</p> <p>No singing will take place</p> <p>No musical instruments that require blowing (eg recorders) will be used</p> <p>Any other instruments will be cleaned after use or stored for 72 hours before being re-used</p>
PE: Social distancing is difficult to maintain	<p>All PE lessons will take place outdoors</p> <p>Athletics followed by football will be taught in Term 1 to minimise the need for contact</p> <p>Sports Coach will maintain 2m distance from children</p> <p>Children will be asked to come to school in their PE kit (or Woodland Learning kit) on their PE day</p> <p>If children need to change clothes in school, changing will take place in the child's own classroom. In Upper School the class teacher will arrange for boys and girls to have separate changing times.</p> <p>Swimming will not take place</p> <p>Follow PE Association guidelines and Acorn Trust Primary PE programme</p>
Woodland Learning:	<p>Woodland Learning takes place outdoors, in the woods</p> <p>Woodland Learning teacher will maintain 2m distance from children</p> <p>Children will be asked to come to school in their Woodland Learning kit (or PE kit) on their Woodland Learning day.</p> <p>If children need to change clothes in school, changing will take place in the child's own classroom. In Upper School the class teacher will arrange for boys and girls to have separate changing times.</p> <p>Woodland Area is risk assessed before each lesson.</p> <p>Children will wash hands before and after Woodland Learning.</p>

<p>Interventions</p>	<p>Interventions will only take place 1 to 1 or with a group of children from the same class</p> <p>Interventions will be 15 minutes or less wherever possible</p> <p>Where interventions are more than 15 minutes, staff member will wear a face mask</p> <p>Doors will be propped open in small intervention rooms to allow air to circulate</p> <p>Staff member will place self 2m from child to deliver interventions</p> <p>Table, chair and equipment will be cleaned after each use</p>
<p>Messy Play</p>	<p>Playdough:</p> <ul style="list-style-type: none"> - Fresh playdough made each day and used playdough thrown away at the end of each day - Where playdough is not fresh daily, each child has own playdough in named pot <p>Mud:</p> <ul style="list-style-type: none"> - Children use tools (forks, shovels etc) only to dig in and handle mud when using muddy play in EYFS <p>Sand:</p> <ul style="list-style-type: none"> - Sand is replaced weekly <p>All messy play equipment is only used within 1 Bubble – no moving between Bubbles</p> <p>Children are encouraged to wash hands after playing outdoors and before and after messy play activities.</p> <p>General handwashing is supervised and happens regularly throughout the day.</p>

<p>8.6a). Do you assess these measures as being adequate?</p>	<p>YES</p>	<p>NO</p>
<p>8.6b). If 'NO' what additional measures are necessary?</p>		
<p>Action required:</p>	<p>By Whom</p>	<p>By When</p>
<p>Training for all staff on the above procedures prior to school commencing back</p>	<p>CT</p>	<p>02-09-20</p>

Sufficient supply of PPE and cleaning materials and cleaners	CT/JE	02-09-20
Effective timetable	CT/JU/ Department Leaders	02-09-20

8.7. Risk/ Priority Indicator

Severity
1. Negligible (delay only)
2. Slight (minor injury/damage/interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury/damage, lost time business interruption, disablement)
5. Very High (fatality/business closure)

Likelihood
1. Improbable/very unlikely
2. Unlikely
3. Even chance/may happen
4. Likely
5. Almost certain/imminent

LIKELIHOOD	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
		SEVERITY (CONSEQUENCE)				




Likelihood X Severity = Risk rating

4 x 4 = 16

8.8. Risk Assessment Statement – Please tick ONE box only

This activity/event/situation can go ahead with no additional action(s)	
This activity/event/situation can go ahead, but the additional action(s) identified in 7b) above must be undertaken within the timescales given.	X
This activity/event/situation is not to go ahead unless the additional action identified in 7b) above is in place.	

Name of Assessor:	Signature:	Date:
Caroline Thomas		02/09/20

Review Date:	Signature:	Review Date:	Signature:
12/10/20		01/03/21	
18/01/21			

9. Physical Education Risk Assessment

**GENERAL RISK ASSESSMENT FORM
FOR SCHOOLS**

RA9

9.1. What is being assessed (task/activity)?

Physical Education

9.2. What sort of harm can you foresee from this situation/activity?

Spreading of the coronavirus to pupils and staff

9.3. Which individual or group(s) of employees or non-employees may be harmed?

Individual employee	✓	Individual pupil	✓	Contractors	
Employees generally	✓	Pupils generally	✓	Members of public	
Unpaid helpers/volunteers				Visitors	

9.4. Is there any heightened risk to:

New or expectant mothers (employees)	✓	Unsupervised pupils	✓	Anyone with a specific disability or medical condition	✓
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9.5. Key Factors to consider for each subject

Some staff will forget to apply System of Controls

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

Clean hands thoroughly more often than usual

Action

If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home. Put in place a procedure for anyone becoming unwell.

Build routines into the school culture and plan ways to promote handwashing with soap and water for at least 20 seconds across the school day, particularly:

- After coming into school

<p>Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</p> <p>Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p> <p>Minimise contact between individuals and maintain social distancing wherever possible</p>	<ul style="list-style-type: none"> ● After sneezing or coughing ● Before and after handling or eating food ● After going to the toilet <p>Ensure there are enough hand washing or hand sanitiser stations available Put in place supervision of hand sanitisers given risks around ingestion</p> <p>Promote the ‘catch it, bin it, kill it’ approach, e.g. by providing tissues, bins, posters</p> <p>Define a new cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms/shared areas that are used by different groups, frequently touched surfaces being cleaned more often than normal.</p> <p>Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas.</p> <p>Plan for the daily removal and safe disposal of rubbish.</p> <p>Schedule frequent cleaning of resources (e.g. books, toys) shared within groups.</p> <p>Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups.</p> <p>Purchase additional standard cleaning equipment if needed</p> <p>Plan group sizes: <ul style="list-style-type: none"> - Each class will be a Bubble </p> <p>Revise timetables to accommodate groups and minimise movement between classrooms, where possible</p> <p>Where possible, stagger start, break, lunch and finish times – staggered times in place</p> <p>Cancel large gatherings, such as assemblies and staff meetings – assemblies will be via Microsoft Teams, staff meetings limited to below 15 or via Microsoft Teams.</p> <p>Revise extra-curricular offer to minimise mixing between groups – no extra-curricular clubs on offer</p> <p>Where possible, plan ways to minimise contact around school estate between groups, e.g. separate entrance/exit gates or one-way systems</p>
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	<ul style="list-style-type: none"> - separate entry/exit points for each department and staggered times at these points - One way system inside building <p>Divide playground to minimise mixing between groups</p> <ul style="list-style-type: none"> - Playground/field to be split to allocated areas to classes <p>Plan arrangements for drop off/collection and communicate these to parents</p> <p>Plan measures for lunchtimes, including: Managing lunch queues; Reconfiguring dining spaces; Communicating new arrangements to catering suppliers and lunchtime supervisors</p> <ul style="list-style-type: none"> - Hot food will be re-introduced for FSM children from 8th March - Packed lunches provided for UFSM children and any other children who wish to purchase one - All children to eat in classroom <p>All adults will wear face coverings when moving around the school, unless in own bubble</p> <p>Staff who work in several areas of the school will identify their bubble and wear a face covering in all other communal areas of the school</p> <p>All visitors to site will be required to wear a face covering</p> <p>All parents/carers and staff will be required to wear a face covering at drop off & pick up</p>
Area of Concern	Control measures
Changing	On days where PE is delivered in school's pupils to wear PE kit (or Woodland Learning kit) to school. Avoid the amount of changing in classrooms.
Large groups	Class sizes should adhere to government guidance. Employ social distancing measures and teach outside as often as possible. Pupils to work in their own zones. Pupils to not work in groups greater than 6.
Type of activity	Only teach lessons that follow updated curriculum maps. Term 1 Athletics (4 weeks) and Football (3weeks). Indoor activities to be dance, wake and shake, aerobics, circuits with no equipment. If unsure, please check with line manager. Games involving physical contact are not to be delivered Gym is not to be taught
Sharing of equipment	Minimise pupil contact with equipment. When possible use no equipment or only allow staff to handle equipment. Clean equipment after use with Selgiene followed by hand washing.
Learning Environment	Teach outdoors as often as possible ensuring social distancing. If not possible then ensure social distancing indoors e.g. to spread pupils out use coned areas.

Clothing	Pupils to wear their school PE kit with tracksuit bottoms and sweatshirt if outside in cold or wet weather.
Hand washing routines	Hands to be washed before and after each PE lesson.

9.6a). Do you assess these measures as being adequate?	YES	NO
9.6b). If 'NO' what additional measures are necessary?		
Action required:	By Whom	By When
Training for all staff on the above procedures prior to school commencing back	SW	02/09/20
Sufficient supply of PPE and cleaning materials for PE Specialists	EV	02/09/20
Sufficient equipment within schools and for PE Specialists	SW	02/09/20

9.7. Risk/ Priority Indicator

Severity
1. Negligible (delay only)
2. Slight (minor injury/damage/interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury/damage, lost time business interruption, disablement)
5. Very High (fatality/business closure)

Likelihood
1. Improbable/very unlikely
2. Unlikely
3. Even chance/may happen
4. Likely
5. Almost certain/imminent

LIKELIHOOD	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
		SEVERITY (CONSEQUENCE)				




Likelihood X Severity = Risk rating

$$4 \times 3 = 12$$

9.8. Risk Assessment Statement – Please tick ONE box only

This activity/event/situation can go ahead with no additional action(s)	
This activity/event/situation can go ahead, but the additional action(s) identified in 9.6b) above must be undertaken within the timescales given.	✓
This activity/event/situation is not to go ahead unless the additional action identified in 6b above is in place.	

Name of Assessor:	Signature:	Date:
Caroline Thomas		30/08/20

Review Date:	Signature:	Review Date:	Signature:
12/10/20		01/03/21	
18/01/21			

10. Transition of New Child to School Risk Assessment



GENERAL RISK ASSESSMENT FORM FOR SCHOOLS	RA11
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1. What is being assessed (task/activity)?
New children to a school, transition visits

2. What sort of harm can you foresee from this situation/activity?
Spreading of the coronavirus to pupils and staff

3. Which individual or group(s) of employees or non-employees may be harmed?					
Individual employee	✓	Individual pupil	✓	Contractors	
Employees generally	✓	Pupils generally	✓	Members of public	
Unpaid helpers/volunteers			✓	Visitors	✓

4. Is there any heightened risk to:					
New or expectant mothers (employees)	✓	Unsupervised pupils	✓	Anyone with a specific disability or medical condition	✓

5. Key Factors to consider	Action
<p>All our schools: Remain open and safe Staff and students feel happy and safe Teachers are teaching and learners are learning</p>	<p>Minimise visitors to school. No parents to visit school during school hours. No new pupils to visit school during school hours if they are currently attending another school. Visitors and pupils are kept apart at all times. No pupil led show-rounds. Procedures are followed when new starters join the school in order to minimise risk as a child moves from one school to the next.</p>
<p>Is a transition visit (s) needed/ required</p>	<p>Headteacher to decide if visit is essential. Non-essential visits are not permitted. In the case of a child with SEND, particularly those with autism or high anxiety, a transition programme involving time at the new school is highly desirable prior to moving.</p>
<p>Planning the transition programme</p>	<p>Follow risk assessment for external visitors to the school and ensure all items on that risk assessment are addressed. The visit must take place out of school hours with no contact with other children. Social distancing must be adhered to. Accompanying adult visitors should wear face masks. Consider use of remote visits/meet the teacher – use Teams to conduct a familiarisation with staff meeting. Conduct a further “check-in” with the child and parent/carer just prior to starting via phone or Teams. Provide the family with a photobook or social story with details about the routines in school and images of key places and staff.</p>
<p>Before the new child starts</p>	<p>Seek information from previous school relating to any SEND. Where necessary, conduct an individual risk assessment for the child. This may be where the child has additional needs which increase risks associated with Covid 19 either in the form of SEND or medical needs. Ensure parents understand this and sign it preferably electronically. Contact previous school the week before a child starts. Template available. Gain written confirmation from the headteacher that there have been no positive tests for Covid 19 in the child’s bubble in the last 14 days. Gain written confirmation that the school will contact the new school if any positive cases are identified in next 14 days. Ensure you are given a name as to who will be the contact. You will need to contact this person if the new starter tests positive in the 14 days after leaving the school. Allow 72 hours between the child leaving one school and starting another. Ensure the family receive the information for parents on Coronavirus and are clear about the school’s procedures. Signpost the family to the risk assessment.</p>

On starting new school	<p>Parents/carers to sign a declaration that the child (or any member of their household) has not shown any of the three core symptoms of Covid 19 in the past 14 days. If a child or member of the household have shown symptoms, parent/carer will need to provide evidence of a negative test.</p> <p>Ensure that children have an induction whereby routines regarding hygiene are fully explained to them and supported with visuals where appropriate.</p> <p>Ensure new children have a 1:1 check-in with staff on a regular basis for their first few weeks.</p>
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6a). Do you assess these measures as being adequate?	YES	NO
6b). If 'NO' what additional measures are necessary?		
Action required:	By Whom	By When
Training for all staff on the above procedures prior to school commencing back.	CT	01-10-20
Sufficient supply of PPE and cleaning materials.	CT/AC	01-09-20
Parents who do not complete self-declaration form are not allowed into the school nor will the child be able to start.	CT	01-10-20
Children cannot start at the school unless the confirmation has been received from the previous school that no known cases were in the child's previous bubble.	CT	01-10-20
Children cannot start at the school until 72 hours have passed since attending the previous school.	CT	01-10-20

7. Risk/ Priority Indicator

Severity
1. Negligible (delay only)
2. Slight (minor injury/damage/interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury/damage, lost time business interruption, disablement)
5. Very High (fatality/business closure)

Likelihood
1. Improbable/very unlikely
2. Unlikely
3. Even chance/may happen
4. Likely
5. Almost certain/imminent

LIKELIHOOD	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
SEVERITY (CONSEQUENCE)						




Likelihood X Severity =
Risk rating

4 x 4 = 16

8. Risk Assessment Statement – Please tick ONE box only	
This activity/event/situation can go ahead with no additional action(s)	<input type="checkbox"/>
This activity/event/situation can go ahead, but the additional action(s) identified in 7b) above must be undertaken within the timescales given.	<input checked="" type="checkbox"/>
This activity/event/situation is not to go ahead unless the additional action identified in 7b) above is in place.	<input type="checkbox"/>

Name of Assessor:	Signature:	Date:
Caroline Thomas		01/10/20

Review Date:	Signature:	Review Date:	Signature:
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12/10/20		01/03/21	
18/01/21			

Dear XXX

I am writing regarding the transition of XXX into XXXX school, part of Acorn Education Trust. XXX is due to start with us on XXXXX.

In light of the Covid-19 pandemic, we have certain checks in place to avoid the spread of the virus. I would appreciate your support in helping us to maintain the safety of our staff and current pupils. Please could you read the statements below, tick or complete to indicate your response and sign to confirm? Please return to XX@XXXXX

We are very grateful for your support. Thank you.

Yours sincerely

XXX

Name of pupil: (already completed by new school)

Name of school: (already completed by new school)

- 1) I can confirm that there have been no positive cases of Covid 19 identified in the bubble to which the child named above belongs. Yes No
- 2) The final date of attendance which has been given to the school by the parent/carer is : _____
- 3) Should a positive case be identified in the bubble to which the child named above belonged in the next 14 days, I (or the contact named below) will contact XXXXX school on the same day as it comes to my notice.
- 4) Should the child named above test positive in the next 14 days, we will need to contact you. Please give the name and number of a contact below: _____
- 5) Does the child named above have a personal risk assessment? If yes, please attach. Yes No

Completed by: Name (please print) Signed: Date:

11. Ventilation in Buildings Risk Assessment

GENERAL RISK ASSESSMENT FORM FOR SCHOOLS	RA11
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1. What is being assessed (task/activity)?
Ventilation in buildings

2. What sort of harm can you foresee from this situation/activity?
Spreading of the coronavirus to pupils and staff. Ensuring room temperatures are at a level to work and teach in.

3. Which individual or group(s) of employees or non-employees may be harmed?					
Individual employee	✓	Individual pupil	✓	Contractors	
Employees generally	✓	Pupils generally	✓	Members of public	
Unpaid helpers/volunteers			✓	Visitors	✓

4. Is there any heightened risk to:					
New or expectant mothers (employees)	✓	Unsupervised pupils	✓	Anyone with a specific disability or medical condition	✓

5. What other factors may contribute to the likelihood of any harm occurring?	
Area of Concern	Control Measures
Lack of ventilation will create an environment which can increase the spread of the virus.	Windows and doors to be kept open when temperatures permit this.

Extreme low temperatures	Windows and doors to be opened at break and lunchtimes and between lessons. (Purge ventilation)
Staff and pupils exposed to low temperatures.	Pupils and staff to wear appropriate layers of clothing to reflect the temperatures
Windows and doors are shut due to low temperatures.	Pupils to be given opportunity to go outside and get fresh air. Recommendation this is at least every 30/40 minutes at primary school.
Windows opened too wide and pupils could climb out	Ensure restrictors are effective to reduce how wide windows can be opened.
Classrooms kept at 18 degrees for academic lessons and 16 degrees for practical subjects.	Ensure heating thermostat is set at an appropriate level and duration for the weather conditions.
Heating failure with a boiler	Emergency contact details of heating engineers to rectify problem
Oil levels	Schools to check oil levels in their storage tanks and order as required.

6. What precautions or procedures are currently in place to make the harm less likely to happen?		
<ul style="list-style-type: none"> • Door wedges have been provided to prop them open. • Windows have been checked to ensure they can be open. • Windows have been checked for restrictor plates. • All boilers have been serviced recently. In last 6 months. • Staff to check weather forecast and communicate to parents and pupils need for appropriate clothing. 		
7a). Do you assess these measures as being adequate?	YES	NO
7b). If 'NO' what additional measures are necessary?		
Action required:	By Whom	By When

8. Risk/ Priority Indicator

Severity
1. Negligible (delay only)
2. Slight (minor injury/damage/interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury/damage, lost time business interruption, disablement)
5. Very High (fatality/business closure)

Likelihood
1. Improbable/very unlikely
2. Unlikely
3. Even chance/may happen
4. Likely
5. Almost certain/imminent



Likelihood X Severity = Risk rating

4 x 3 = 12

LIKELIHOOD	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
		SEVERITY (CONSEQUENCE)				

8. Risk Assessment Statement – Please tick ONE box only	
This activity/event/situation can go ahead with no additional action(s)	✓
This activity/event/situation can go ahead, but the additional action(s) identified in 7b) above must be undertaken within the timescales given.	
This activity/event/situation is not to go ahead unless the additional action identified in 7b) above is in place.	

Name of Assessor:	Signature:	Date:
Caroline Thomas		12/10/20

Review Date:	Signature:	Review Date:	Signature:
18/01/21			
01/03/21			

**GENERAL RISK ASSESSMENT FORM
FOR SCHOOLS**

RA15

1. What is being assessed (task/activity)?

Lateral Flow Testing RISK LOG Template (Home Self-Test)

2. What sort of harm can you foresee from this situation/activity?

Spreading of the coronavirus to pupils and staff
Personal injury if the test is carried out incorrectly

3. Which individual or group(s) of employees or non-employees may be harmed?

Individual employee	✓	Individual pupil	✓	Contractors	✓
Employees generally	✓	Pupils generally	✓	Members of public	
Unpaid helpers/volunteers				Visitors	✓

4. Is there any heightened risk to:

New or expectant mothers (employees)	✓	Unsupervised pupils	✓	Anyone with a specific disability or medical condition	✓
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5. What other factors may contribute to the likelihood of any harm occurring?

Area of Concern	Control measures
<p>Main actions to reinforce daily:</p> <ul style="list-style-type: none"> 7. Minimise contact with those who are unwell 8. Clean hands more often than usual 9. Promote catch it, bin it, kill it 10. Clean frequently touched surfaces 11. Minimise contact 	<p>Those who have Coronavirus symptoms or member of the family stay at home Wash hands every hour, for 20 seconds under running water, with soap or use alcohol sanitiser/gel Cleaning programme in place, see separate RA Children/students taught in same, small group, in same room. Staggered arrivals, breaks etc.</p>
<p>Stock Shortages (LFD kits)</p>	<p>School testing coordinator to create/ keep and update spreadsheet of number of tests and who distributed to. Order new kits when only have 2 weeks supply left.</p>
<p>Unavailable storage between 2-30 degrees C (LFD kits)</p>	<p>Designated room to be given where temperatures are between the recommended. Door to be kept locked and only testing coordinator to have access.</p>
<p>LFD distribution management and tracking (LFD kits)</p>	<p>School testing coordinator to create/ keep and update spreadsheet of number of tests and who distributed to. Order new kits when only have 2 weeks supply left.</p>
<p>Safe distribution of kits (LFD kits)</p>	<p>Only school testing coordinator to distribute tests and keeps a record</p>
<p>Timely re-distribution of kits before staff run out of them (LFD kits)</p>	<p>Staff inform when only have 2 weeks supply left and their stocks are replenished</p>
<p>Reporting of only positive results (LFD test reporting)</p>	<p>Only positive results reported to Headteacher/ school testing coordinator</p>
<p>Incorrect interpretation of result</p>	<p>In case of positive result subject to take photo of LFD and email school testing coordinator/ headteacher to confirm positive result.</p>
<p>Home testing kits being shared with other members of a family or friends</p>	<p>Any member of staff who has been supplied Home LFD testing kits must only use them, themselves. This includes administering the test themselves. All staff have been given specific instructions and signed stating they understand and agree to this.</p>
<p>Reporting of incidents to school to help school identify emerging issues and escalate to DfE/DHSC (LFD test reporting)</p>	<p>Only positive results reported to Headteacher/ school testing coordinator</p>
<p>Incident escalation protocols and feedback loop (LFD test reporting)</p>	<p>Headteacher to follow PHE/ Local Authority guidelines if a positive test is reported.</p>
<p>Managing business continuity with increase in number of cases and staff self-isolating (Asymptomatic testing impact)</p>	<p>Updated as required</p>
<p>Managing public health response with increase in number of cases and staff self-isolating (Asymptomatic testing impact)</p>	<p>Action as advised by public health.</p>

<p>Incorrect result communication. Wrong samples or miscoding of results</p>	<ul style="list-style-type: none"> The subject registers their details to a unique ID barcode before conducting the test Barcodes are attached by trained staff at the sample collection bay <p>Barcodes are checked that they match at the analysis station 1 and applied to Lateral Flow Device at this station</p>
<p>Extraction solution which comes with the lab test kit contains the following components: NA₂HPO₄ (disodium hydrogen phosphate), NaH₂PO₄ (sodium phosphate monobasic), NaCl (Sodium Chloride)</p> <p>These components do not have any hazard labels associated with them, and the manufacturer states that there are no hazards anticipated under conditions of use as described in other product literature. This is the case for exposure to: eye, skin, inhalation, ingestion, chronic toxicity, reproductive and developmental toxicity, carcinogenicity, and medical conditions aggravated by exposure.</p>	<p>PPE: nitrile gloves which meet the Regulation (EU) 2016/425 to be used at all times when handling the extraction solution. Safety glasses with side shields which are tested and approved under appropriate government standards to be worn at all times when handling the extraction solution. Impervious clothing to be worn to protect the body from splashes or spillages.</p> <p>Environmental: do not let product enter drains</p> <p>Spillages: wipe surfaces which the solution has been spilt on and dispose of cleaning material in line with the lab's waste disposal procedures</p> <ul style="list-style-type: none"> Do not use if the solution has expired Training to be provided in handling potentially biohazardous samples, chemicals and good lab practice. Adhere to guidelines in these training procedures to prevent improper handling. Follow procedures on the MSDS form provided by Innova to mitigate against inhalation, skin contact or ingestion of these chemicals.

6a). Do you assess these measures as being adequate?	YES	NO
6b). If 'NO' what additional measures are necessary?		
Action required:	By Whom	By When
Training for all testing staff prior to testing taking place	CT	27-01-21
This risk assessment is monitored and updated regularly as part of the school and programme governance process.	CT	01-02-21
Content of the risk assessment to be communicated with all workers as part of induction	CT	01-02-21
Communication to all relevant staff, as necessary	CT	01-02-21

7. Risk/ Priority Indicator

Severity

1. Negligible (delay only)
2. Slight (minor injury/damage/interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury/damage, lost time business interruption, disablement)
5. Very High (fatality/business closure)

Likelihood

1. Improbable/very unlikely
2. Unlikely
3. Even chance/may happen
4. Likely
5. Almost certain/imminent


Likelihood X Severity = Risk rating

$1 \times 4 = 4$

LIKELIHOOD	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
		SEVERITY (CONSEQUENCE)				

8. Risk Assessment Statement – Please tick ONE box only

This activity/event/situation can go ahead with no additional action(s)	✓
This activity/event/situation can go ahead, but the additional action(s) identified in 7b) above must be undertaken within the timescales given.	
This activity/event/situation is not to go ahead unless the additional action identified in 7b) above is in place.	

Name of Assessor:	Signature:	Date:
Caroline Thomas		01/02/21

Review Date:	Signature:	Review Date:	Signature:
01/03/21	