



Risk Assessment

Company name: Giles Junior School

Assessment carried out by: Louise Whitby

Date of next review: 6th November

Date assessment was carried out: 26th October 2020

This action plan is based on the following document:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

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| System of controls This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below. Prevention: 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school 2) clean hands thoroughly more often than usual 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach 5) minimise contact between individuals and maintain social distancing wherever possible 6) where necessary, wear appropriate personal protective equipment (PPE) | COVID-19: cleaning of non-healthcare settings guidance. |
| | health and safety guidance on educational visits |
| | arrange to have a test |
| | extra mental health support for pupils and teachers |
| | 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' |
| | NHS testing and tracing for coronavirus website |
| | guidance on effective interventions to support schools |
| | National Tutoring Programme |

| Who might be harmed and how? | What are you already doing to control the risks? | What further action do you need to take to control the risks? | Who needs to carry out the action? | When is the action needed by? | Done |
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| Hazard - Contact with someone showing symptoms / possible contact with someone having the virus Please see the final page of this document for a flow chart which models the process. | | | | | |
| Staff – The need to care for a pupil displaying symptoms | <ul style="list-style-type: none"> • Good hand hygiene • Increased cleaning • Catch it kill it bin it • Reduced mixing of groups • Social distancing • Seating arrangements to avoid facing one another • Wearing appropriate PPE when a child reports or shows symptoms (fever, loss of taste/smell, persistent new cough) • School community clear on symptoms of coronavirus: high temperature (37.8 deg C or more), a new continuous cough or a loss of, or change, in their normal sense of taste or smell. • Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection followed • No symptomatic individuals to present on site. • If a child has symptoms they will be removed to an area where they are isolated from others (hall at the back area by benches where it is well ventilated and open space). • Staff member to stay with child while wearing PPE. • Parent/carer called and asked to collect immediately. • All areas occupied and equipment used by the affected person are to be thoroughly cleaned and disinfected (see PHE cleaning advice) | <ul style="list-style-type: none"> • Reduced size of bubbles to be within separate classes reduces contact for all. • No class singing in music lessons – Music suspended for this half term as too difficult to mitigate risks due to aerosol transmission • Staff to notify SLT of a positive result as soon as the test result is received so contacts can be traced | <ul style="list-style-type: none"> • Trish Lamacraft/Denise Allaway to make sure there is appropriate PPE in each first aid kit accessible for everyone to access • All staff to read the flow chart and keep it accessible for reference – laminated and put in every classroom • PPE available in class its which are in every room in the building for easy access | 04.09.2020 20.07.2020 03.09.2020 | Yes Yes |

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| | https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings <ul style="list-style-type: none"> • Testing Staff / pupils who develop symptoms should be tested. Testing is most sensitive within 3 days of symptoms developing. Guidelines on who can get tested and how to arrange for a test can be found in the COVID-19: getting tested guidance. | | | | |
| Pupils – Being in close distance of someone showing symptoms. | <ul style="list-style-type: none"> • Good hand hygiene • Increased cleaning • Catch it kill it bin it • Reduced mixing of groups • Social distancing • Seating arrangements to avoid facing one another • Child removed and parents/carers phoned to be collected • Pupils do not come into school if they have any symptoms • Parent/carer called and asked to collect immediately and strongly advise testing • Clean areas where child has been present. • Pupil advised to be tested and let the school know the result so appropriate action can be taken. | <ul style="list-style-type: none"> • Minimise quantity of pupils and staff they are in daily contact with my grouping children into class bubbles • Re-deploy adults who previously taught across the school to cover PPA and have them allocated to a year group. • Designate areas for each class to play. • Designate class equipment to play with at break and playtime. • Designate each class a specific toilet – One member of each year group in the toilet at once time. | <ul style="list-style-type: none"> • Louise Whitby to share risk assessment with parents and communicate via letter so all parents are aware of the procedure. • Regular updates of risk assessment carried out by LW and posted on website when updated. • LJ to update groupings and direct staff as to which class bubbles they are designated to. • LW to spray areas of playground so each class has a designated area. • Film videos to support pupils understanding which areas they have allocated and how to move around the building to avoid mixing with classes, | 13.07.2020 Ongoing 09.11.2020 09.11.2020 09.11.2020 | Done. Done. Done. Done. |

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| Staff - Being in close distance of someone showing symptoms. | <ul style="list-style-type: none"> • Good hand hygiene. • Increased cleaning. • Catch it kill it bin it • Reduced mixing of groups • Social distancing • Teaching at the front of the class avoiding unnecessary close contact • Have testing kits available for staff to use should they need to test for the virus and are unable to get to a testing centre • No class singing in music lessons • Arrange classrooms to allow for social distancing as far as possible. • SLT meetings held in a classroom to enable 2 metre distancing between individuals at all times. • All staff meetings to be held remotely to ensure that staff are not falling into a category of close contact during these meetings. | <ul style="list-style-type: none"> • Further reduce mixing of groups by moving to class bubbles. • Staff requiring to meet to discuss planning and teaching will do so when they are able to socially distance by 2 metres to have any conversations. • Reduced contacts with the quantity of pupils they are having contact with • Staff who are allocated to a year group to be minimised so they are fewer adults who visit multiple year groups • SLT supporting pupils in multiple classes to have a member of staff bring the pupil or group of pupils to a location where they can be socially distanced by 2 metres • Avoid crossing through classrooms – use of photocopier to have people go around building and brief entry | <ul style="list-style-type: none"> • Louise Whitby to source from HCC and store. • Class teachers | 04.09.2020 03.09.2020 | Done. Done. |
| Staff – Cleaning staff being exposed to a contaminated area | <ul style="list-style-type: none"> • Larry Brown to be informed of any confirmed cases to allow specific areas to be cleaned as needed • In the event of a suspected case / confirmed positive case on site - For disinfection (e.g. following a suspected case) use a combined detergent disinfectant solution at a dilution of 1000 parts per million (ppm) available chlorine (av.cl.) or a neutral purpose detergent followed by disinfection (1000 ppm av.cl.). • See PHE advice COVID-19: cleaning of non-healthcare settings guidance <p>When cleaning a contaminated area: Cleaning staff to:</p> | <ul style="list-style-type: none"> • As previous – No further actions required. | <ul style="list-style-type: none"> • Larry Brown - Keep stock of mop heads to be used once and thrown away | 04.09.2020 | Done. |

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| | <ul style="list-style-type: none"> Wear disposable gloves and apron Wash their hands with soap and water once they remove their gloves and apron Wear a fluid resistant surgical mask (Type IIR) if splashing likely Hands should be washed with soap and water for 20 seconds after all PPE has been removed. PPE to be double-bagged, then stored securely in the boiler room which is lockable (will be disposed of by a key holder) for 72 hours then thrown away in the regular rubbish after cleaning is finished. A note will be stapled to the bag to give the date in 3 days time so it can be disposed of correctly Any cloths and mop heads used must be disposed of as single use items. Child should be sat in the hall where it is more ventilated on a bench which can be wiped down easily after collection. | | | | |
| <p align="center">Hazard - Contact with someone who has tested positive.</p> <p align="center">Please see the end of this document for a flow chart that models the process.</p> | | | | | |
| Pupils, staff, families at risk of catching the virus. | <ul style="list-style-type: none"> Good hand hygiene Increased cleaning Catch it kill it bin it Reduced mixing of groups Social distancing as much as possible Seating arrangements to avoid facing one another Soft opening/staggered pick up Minimise mixing beyond their year group | <ul style="list-style-type: none"> Reduction of contact in school minimised to class groups. Pupils to be taught explicitly to move around the building in a certain way and to have support to adhere to this Parents to discuss the important of following these rules to keep everyone safe | <ul style="list-style-type: none"> Louise Whitby to draft letter or amend based on the one recommended by DfE when it is released. Louise Jones to put up to date information on website on the procedure and testing. | <p>04.09.2020</p> <p>04.09.2020</p> <p>03.09.2020</p> | <p>Done.</p> <p>Done.</p> <p>Done.</p> |

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| | <ul style="list-style-type: none"> • Social distancing applied in communal areas • In the event of a positive case the local health protection team will be contacted and their advice followed • An email will be sent to covid.eyseducation@hertfordshire.gov.uk • The DfE Advice Line will be notified 0800 046 8687 Option 1 • Public Health England East of England 0300 303 8537 opt 1 will usually be notified of the above and will clarify if required • https://www.gov.uk/guidance/contacts-phe-health-protection-teams#east-of-england-hpt • Records kept of pupils and staff in each group. • Have a letter prepared to inform them that there has been a positive case so it can be sent out swiftly. • Have the details of testing available for parents on the website • Students / staff informed via NHS test and trace or the NHS COVID-19 App they have been in close contact with a positive case to self-isolate for 14 days. See https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/nhs-test-and-trace-if-youve-been-in-contact-with-a-person-who-has-coronavirus/ | | <ul style="list-style-type: none"> • Teachers to keep registers up to date using SIMs to enable tracing if required • LW to set up a spreadsheet with children's names and groups and share with staff Staffing and Timetabling 2020-21 • RTR/DS keep up to date records of pupils in separate groups for PE and Spanish • Class teachers to keep up to date information of pupils who are in Maths groups on this same work book. | | |
| Hazard - Groups Mixing – Exposure to multiple people, increasing the chance of spreading the virus. | | | | | |

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| Pupils who are considered extremely clinically vulnerable | <ul style="list-style-type: none"> New restrictions in force require these children to not attend the educational setting | <p>During the New national restrictions Those children whose doctors have confirmed they are still clinically extremely vulnerable to be educated remotely and not attend education whilst the national restrictions are in place.</p> <p>Contact those parents to ensure they are aware of new guidance and ascertain their decision</p> | <ul style="list-style-type: none"> LW to speak to parents of CEV pupils | 06.11.2020 | Done. |
| Parents – During times they are on site, they could have potential to mix with a large number of different families. | <ul style="list-style-type: none"> Soft drop off from 8:40 – registers close at 9:00 Collection staggered by 10 minutes for year 3 and 4 and year 5 and 6 One parent only for drop off Parents to leave site as soon as possible Older children encouraged to walk in by themselves (if given written permission) Clear entrance and exit with waiting areas made clear to make sure groups are not passing within a metre One way system introduced to help flow of pick and drop off be safer and avoid mixing Waiting markers to show where to stand Parents attending school events postponed until measures are relaxed further Parents dropping siblings who may start at different times to drop all children at one time – the school will accommodate children in a welcome hub in the hall until it is time for them to go to class. This will also be arranged at pick up. Parents asked to wear a mask when dropping off and picking up. | <ul style="list-style-type: none"> SLT to monitor this and support families who are not following procedure e.g. one way system, multiple groups dropping off, congregating and having conversations on site | <ul style="list-style-type: none"> Larry Brown to arrange suitable floor marking and signage to support clear access arrangements Louise Whitby to send out detailed communication to let them know the timings including videos Nadine Ball to organise set up of the Welcome Hub in the hall <p>Louise Whitby to send out parent letter.</p> | 01.09.2020 13.07.2020 04.09.2020 03.09.2020. | Done. Done. Done. Done. |
| Children – During drop off and pick up times and | <ul style="list-style-type: none"> Staggered entry and exit for all groups Increased cleaning of desks during transition times Staggered lunch and break times. | <ul style="list-style-type: none"> Class groups taught separately Additional groups required will be taught in the hall where they can be 2 metres away from one another | <ul style="list-style-type: none"> Steph Finn to arrange the menu to suit all those who have a FSM. | 04.09.2020 | Done. |

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| throughout the school day pupils would have potential to mix with a large variety of other children and adults. | <ul style="list-style-type: none"> • Reduced lunch time so there are fewer children out and staggering is more feasible • Classroom arrangement avoids children facing each other • Packed lunch and hot box option for children wanting a school meal • Children eat in classroom (not dining room) • Advise each group which toilets they can use – MSAs to have a toilet pass for each class to enable them to minimise movement in the building • Two areas of the playground marked out so year groups have their own area • Clear markings on playground to show children where they can play and lines to show walking areas for people who are passing • No use of shared toilets at break and lunch • Limit movement of pupils around the building during lesson times (e.g. Children not to be sent on errands around the building) <ul style="list-style-type: none"> • Encourage outside movement from different areas of the building where possible • Children having milk will have this collected by their class TA who will tick the sheet in the folder to make sure it is accounted for • Move dining room furniture to allow a greater area of floor space for passing in the corridor | <ul style="list-style-type: none"> • Swimming postponed for autumn term • During the New national restrictions All Swimming pool hirings / lettings suspended in line with national advice and restrictions https://www.gov.uk/guidance/new-national-restrictions-from-5-november • Limited movement around the building • Lunch area designed for staff in the dining hall – not use of the staff rooms (which are small) yto be sued for eating or drinking just the collection of or heating of food, or photocopying purposes. | <ul style="list-style-type: none"> • Mel Brown to organise MSA rota • Louise Whitby to arrange allocation of toilets and agree a schedule of increased cleaning throughout the day – Clear signage on toilets. • Louise Whitby to plan how playground to be marked. • Larry Brown to organise playground to marked up. | 04.09.2020 | |

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| | <ul style="list-style-type: none"> Have a toilet pass in each class – limit toilet use to one child per time to limit movement around the building. Assemblies delivered remotely at the usual timings | | | | |
| Pupils accessing the den | <ul style="list-style-type: none"> Social distancing Hygiene measures as with rest of school The Den (year 3 and 4) and The Cub (year 5 and 6) will be used and split into year groups so pupils accessing can contact only certain areas Individual pupil working with SK will be located in Barbados 9-11:30. If den staff are working within different class groups they will move to the designated spaces depending on the year group to avoid mixing of other groups. Additional interventions will be run per year group (not mixed) Pupils accessing toilets will need to go to their designated year group toilets and not those in the corridor under any circumstances. | <ul style="list-style-type: none"> If multiple classes use a space it will be cleaned in between Remote sessions set up for those pupils who have regular pastoral support Den and Cub space spaces out with 2 metres between each – The Cub 3 pupil limit, The Den a 6 pupil limit. Soft furnishing and chairs replaced with plastic ones for easy cleaning Additional cleaning products available for wiping after every child has left the location. Den surfaces to be kept clear of paper work and items to allow additional cleaning to be adhered to more easily. | <ul style="list-style-type: none"> Ellie Sewell to organise rooms SK to arrange room to suit pupils needs LW to contact parents to explain change of location for Monday. LW to rearrange rooms in the Cub and the Den GF and ES to clear surfaces in The Den and the Cub | 04.09.2020 02.11.2020 09.11.2020 09.11.2020 | Done. Done. Done. |
| Pupils attending wrap around care mixing more widely than just their year group. | <ul style="list-style-type: none"> Design both areas so they can manage year groups separately Limit to only Junior children initially Remove excess furniture from the area to make it possible to separate groups Resources to be boxed for each class to play with to avoid touching multiple surfaces After School club to use outdoor playing equipment per year group | During the New national restrictions <ul style="list-style-type: none"> Breakfast / afterschool clubs only continue where they are reasonably necessary to support parents to work, search for work, or undertake training or education, or where the provision is being used for the purposes of respite care See protective measures for holiday and after school clubs, and other out of school settings which recommend a max 15 children per group (multiple groups can use the same space, only if there is robust social distancing between groups) | <ul style="list-style-type: none"> Sara Watts/Denise Allaway to arrange areas to facilitate year groups to be separate. Sara Watts/Denise Allaway to organise boxes of play equipment as needed per year group. Emma Elliott to set up booking system for | 07.09.2020 22.07.2020 | |

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| | <ul style="list-style-type: none"> Limit numbers to make sure that there is enough space to allow groups to be separated. Adults using this space during the day will be responsible for wiping down the surfaces and chairs after the session. No adults to come in to the building – children to be handed over outside. | <ul style="list-style-type: none"> Provision should, where possible, replicate the groups (bubbles) in place during the school day to minimise potential transmission between the school's groups. Review space / layout and occupancy to determine if children from different groups can maintain social distancing (2m between children from different groups). Where this is not possible keep the before / after school groups consistent to reduce mixing. | breakfast club and after school club? | | |
| Staff of wrap around care at risk of wider mixing due to working with larger groups of pupils. | <ul style="list-style-type: none"> Design both areas so they can manage class groups separately Remove excess furniture from the area to make it possible to separate groups After School club to use outdoor playing as much as possible Limit numbers to make sure that there is enough space to allow groups to be separated and allow greater social distancing to be applied for staff | During the New national restrictions extra-curricular activities /clubs only continue where they are reasonably necessary to support parents to work, search for work, or undertake training or education, or where the provision is being used for the purposes of respite care | <ul style="list-style-type: none"> Sara Watts/Denise Allaway to arrange areas to facilitate year groups to be separate and allow greater space for adults to socially distance | 07.09.2020 | |
| SLT in contact with many pupils, when monitoring of teaching and learning. | <ul style="list-style-type: none"> Social distancing applied. Monitor remotely where possible e.g. looking at lesson slides, select pupils for pupil voice in larger area to allow for social distancing Where staff move across groups hands to be washed / sanitised before and after and social distancing should be maintained, aim for 2m from other staff and adults as far as is reasonable. Ideally the teaching space should be 2m from pupils, where this is within 1m then change layout / increase space at the front of the class to attain 1m+. Keep space at front of class for SLT to enter and be present whilst maintaining social distancing. | <ul style="list-style-type: none"> Additional sessions with pupils to happen remotely where possible Pupils and groups needing support from SLT will need to do so in a space where it is possible to have 2 metres possible SLT meetings carried out in classroom to socially distance from one another when meeting for periods longer than 15 minutes | <ul style="list-style-type: none"> Louise Whitby | 04.09.2020 | |

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| | <ul style="list-style-type: none"> Staff to avoid close face to face contact and minimise time spent within 1 metre of anyone. Keep daily of records on diary to support quick tracing if required. | | | | |
| Office staff in contact with a wider range of people e.g. parents. Visitors therefore increasing their risk. | <ul style="list-style-type: none"> Social distancing applied. Speak to parents through the glass panel One family in the office at a time Clear marking outside office for people who are waiting. Strict policy on lateness to avoid staff having to see large numbers of pupils into school Email and phone contact encouraged where possible. If support is needed in the lobby office staff have face shields to use in the even they are not able to socially distance. | <ul style="list-style-type: none"> Provide office staff with face shields Face coverings used by office staff when moving around the building Two members of staff in the office desirable at one time | <ul style="list-style-type: none"> Larry Brown to organise markers on the floor to direct parents to wait Face shields available. | 04.09.2020 | <p>Done</p> <p>Done</p> |
| Staff who cover several classes | <ul style="list-style-type: none"> All PE sessions taught outside. Social distancing to be applied for staff who are covering multiple classes Where needed, additional risk assessment to mitigate risk. Where staff move across groups hands to be washed / sanitised before and after and social distancing should be maintained, aim for 2m from other staff and adults as far as is reasonable. Ideally the teaching space should be 2m from pupils, where this is within 1m then change layout / increase space at the front of the class to attain 1m+. Keep space at front of class for SLT to enter and be present whilst maintaining social distancing. | <ul style="list-style-type: none"> When it is bad weather and PE can't take place outside the classroom will be used to carry out Just Dance Children to come dressed in PE kits on PE days Previous staff who worked across the whole school will be limited to a year group and will teach outside where the risk of contact is reduced Re-deploy specialist teaching staff to be allocated to a year group Where required teachers will teach PE to reduce contact with other members of staff | <p>Louise Whitby to carry out individual risk assessments as required at discretion of individual staff</p> <p>LJ to inform parents if PE days</p> <p>DS to support teachers with planning</p> | <p>04.09.2020</p> <p>09.11.2020</p> <p>Ongoing</p> | <p>Done</p> <p>Done</p> |

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| | <ul style="list-style-type: none"> Staff to avoid close face-to-face contact and minimise time spent within 1 metre of anyone. | | | | |
| MSAs | <ul style="list-style-type: none"> MSAs outside only – not using dining hall Staggered lunch times Social distancing easier in large space. Playground split in half – MSAs allocated to specific areas and limit exposure to two year groups | <ul style="list-style-type: none"> Allocated to a class (2 classes minimum) Playground marked into 6 sessions MSAs allocate per class. | Mel Brown to organise rota for MSAs and brief them on new protocol for lunch times. | 04.09.2020 | |
| Hazard - Social Distancing – Limited ability to do this in a school environment causing greater risk to exposure of the virus. | | | | | |
| Children in closer contact with people where they could pass on or catch the virus. | <ul style="list-style-type: none"> Desks facing the front of the classroom Well ventilated rooms Children to have all equipment on desks to avoid moving around the classroom Limited to exposure of groups as stated above Check as much furniture is removed as possible to allow this to be accessible. outdoor learning, this should be encouraged. | <ul style="list-style-type: none"> Occupied rooms to be kept as well ventilated as possible (by opening windows) or via ventilation units. (where mechanical ventilation is present that removes and circulates air to multiple rooms recirculation should be turned off and adjust these to full fresh air where possible) There is no need to adjust systems that serve only individual rooms or portable units as these operate on 100% recirculation. See HSE guidance and CIBSE October guidance In cooler weather open windows just enough to provide constant background ventilation, open windows more fully between classes, during breaks etc. Use heating / additional layers of clothing to maintain comfortable temperatures. | <p>Teachers to check their classrooms and advise of any furniture which needs to be moved.</p> <p>LW to inform parents to make sure they have an additional layer of clothing on as classes may be cooler than normal.</p> | 04.09.2020 | Done |
| | | | | 23.10.2020 | Done. |
| Staff – ability to social distance and | <ul style="list-style-type: none"> Teaching at the front of the class predominantly | <ul style="list-style-type: none"> Any staff having meetings with groups of pupils, including eating lunch or completing mentoring | Class teachers to organise classrooms in this way. | 04.09.2020 | Done |

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| minimise contact with pupils. | <ul style="list-style-type: none"> • Use of visualizer to present pupils work to rest of class • Check as much furniture is removed as possible to allow this to be accessible when working with pupils • Put a hold on the usual handshake upon entry to school. • Ensure that communal areas have furniture removed to enable staff to be seated in a way to avoid being face to face and have distance while eating – have a maximum capacity agreed so staff are clear about this • Staff to consider carefully whether you are required to intervene with a child who is not in your bubble. • If administering first aid only have ONE first aider with the child if it is being managed. • Increased cleaning of kitchen surfaces and tables throughout the day • Staggered lunchtimes • Staff required to use the wipes and spray after leaving an area • Signage on areas which are small and may be overcrowded. 5 person limit in main build staff room. 2 person limit in photocopy room and new build staff room • All staff to eat lunch in dining room which is currently closed to pupils – this will allow limited close contact with as few adults as possible • Separate protocol for first aid (see below) with PPE available in every first aid kit. | <p>must do so in an area where there is space to make sure that they are not considered a contact.</p> <ul style="list-style-type: none"> • No pupils should be in the staff room, office, Barbados, heads office for longer than 15 minutes and this should be avoided where ever possible. | <p>Louise Whitby to review staff communal areas to remove seating and encourage social distancing to be applied.</p> <p>Louise Whitby to make and put up signs.</p> <p>Louise Whitby to arrange suitable arrangement of dining room to enable staff to feel comfortable and have their needs met.</p> | <p>03.09.2020</p> <p>07.09.2020</p> <p>Unable to action until return to school on 04.11.2020</p> | <p>Done</p> <p>Done.</p> |

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| Visitors – in contact with multiple people. | <ul style="list-style-type: none"> Limit visitors to essential works Visitors to wear facemasks to enter school Visitors encouraged to come on site when smaller numbers of staff and children are on site. Take visitors contact details in case we need to track and trace Make sure there are clear instructions for visitors and contactors which will be signed as an agreement on the E-Book upon entry of school Staff made aware that visitors are on site and which areas they will be working in on staff notice board daily. Parents encouraged to contact via email and phone Parents requiring meetings at school will have them in an area which is well ventilated – if space doesn't allow for social distancing a mask will be worn by everyone attending the meeting | <ul style="list-style-type: none"> All hirings / lettings reviewed and suspended in line with national advice and restrictions. (sports clubs, dance, swimming, social groups etc.) https://www.gov.uk/guidance/new-national-restrictions-from-5-november Display NHS QR code poster and check in function is to be used for members of the public when premises are let to external providers. (Schools and FE providers are not expected to create NHS QR code posters for their normal day to day operations.) Parents no longer allowed on sit unless for exceptional circumstances Parents to avoid speaking to the teacher on the door in the morning or at pick up Encourage use of class emails or phone appointments to discuss any matters arising | <p>Mel brown set up yellow book for this to be recorded in</p> <p>Caroline Alexandrou</p> <p>Louise Jones</p> <p>All staff arranging meetings with external agencies or parents must make adequate provision in a space where visitors can be more than 2 metres apart at all times.</p> | <p>14.09.2020</p> <p>22.07.2020</p> <p>04.09.2020</p> <p>Ongoing.</p> | |
| Hazard - Surfaces being touched by multiple people increasing the risk of passing the virus on through contact. | | | | | |
| Pupils – passing on potential virus by touching surfaces where it survives. | <ul style="list-style-type: none"> Each group have their own play equipment to use at break and lunch. Water fountains out of use. All toilets to have liquid soap and this is well stocked for larger quantities of children to be using them Empty containers of hand soap to be placed in LBs room and a full one taken to replace it immediately | <ul style="list-style-type: none"> Increased handwashing e.g. upon entry, after break and lunch, before and after using equipment shared by others e.g. chrome books Revisit handwashing routines stated above – designate class leaders to support pupils with hand sanitiser adults to agree on the best way to do this efficiently and frequently throughout the day. Classes to have separate play equipment in boxes Classes to have separate maths equipment | <ul style="list-style-type: none"> Larry Brown to order necessary stock Mel Brown to reallocate games equipment for each year group in boxes and labelled in games cupboard (reallocate games) | 04.09.2020 | |

| Who might be harmed and how? | What are you already doing to control the risks? | What further action do you need to take to control the risks? | Who needs to carry out the action? | When is the action needed by? | Done |
|------------------------------|--|--|--|-------------------------------|------|
| | <ul style="list-style-type: none"> • Hand sanitiser used upon entry to the classroom in the morning, after break, before lunch and after lunch. • Check advanced stock to enable additional handwashing before September • Resources which are shared between year groups e.g. PE should be cleaned between the next groups using them • Desks wiped down by TA when they have finished eating their lunch • Doors left open (for ventilation) and avoid touching of door handles when school site is secure (after 9:20am and before 2:40pm) • Magic Breakfast will not be served communally – additional food will be managed within year groups and available in classes if children are hungry. • Tissues will be provided for classrooms. Staff to replenish as needed. • Staff / students to use tissues when coughing or sneezing and then place the used tissue in the bin before washing hands. (lidded bins in classrooms / other locations for disposal of tissues and other waste) • Parents to ensure children have their own water bottles in school to reduce contact with water fountains • Regularly clean and disinfect common contact surfaces in reception, office, access control etc. (screens, telephone handsets, desks). • Staff and pupils have their own basic equipment (pens, pencils etc.) to avoid sharing | <ul style="list-style-type: none"> • Shared resources which are essential will be cleaned in between sessions or left for 72 hours before being used • PE equipment to be used will be basketballs in PE as there are enough equipment per year group and can be cleaned between use | <p>equipment from current class bubbles)</p> <ul style="list-style-type: none"> • Ensure parents are informed to bring a water bottle to school • Dan Stephenson/Emma Hipperson to facilitate cleaning with disinfectant as required • Washing up/disinfectant available for every classroom • Larry brown to put tissues on to list of orders and let staff know where stock is held • LW to rope off sensory garden. • LW to purchase squash | | |

| Who might be harmed and how? | What are you already doing to control the risks? | What further action do you need to take to control the risks? | Who needs to carry out the action? | When is the action needed by? | Done |
|------------------------------|--|---|--|-------------------------------|------|
| | <ul style="list-style-type: none"> • If a child does not have a drinks bottle we will provide them with a plastic cup for the day which can be filled up using the drinking water in the classrooms – for children who refuse to drink water there will be a supply of juice on both staff rooms • Sensory garden taken out of use during this time – if used by individual children staff supervising will wipe down after use. • When chromebooks are used pupils will need to wash their hands before and after use – encouraged to not touch face while using them • Children should not be bringing anything other than a coat, packed lunch and water bottle to school – everything else will be available in school • All items the children bring in will be kept in their own workspace or under their desk • We would ask pupils to only bring a mobile phone if they are a lone walker and it is essential. The phones will remain turned off in their own bag and will be brought in at their own risk – the school will not accept any responsibility for loss or breakage) | | | | |
| Staff | <ul style="list-style-type: none"> • Staff washing their hands on entry and exit to school • Signs to remind staff where key touch points are • Hand sanitiser and wipes in place to enable staff to clean surfaces after they have touched them | | Christine Woolston to devise formative assessments sheets to collate class feedback and take action. | 04.09.2020 | |

| Who might be harmed and how? | What are you already doing to control the risks? | What further action do you need to take to control the risks? | Who needs to carry out the action? | When is the action needed by? | Done |
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| | <ul style="list-style-type: none"> Staff will not mark work or handle materials touched by the pupils. Work needing reviewing will be done during the lesson or by reviewing books left open during break and lunch time allowing teachers to give verbal feedback for the pupils to act upon as needed Minimised marking on books in English and Maths will be required so it is sparing No food sharing e.g. no shared cakes, biscuits in staff room | | | | |
| Hazard - Increased anxiety among people accessing school after a time of absence and impacting on their mental health in a negative way | | | | | |
| SEND pupils | <ul style="list-style-type: none"> Children attending school have had specific sessions to support their mental health Contact made for pupils we feel may be vulnerable Videos filmed to show children what school looks like Weekly phone calls for any pupils suffering with anxiety Risk assessments carried out for children with EHCPs Social stories for identified pupils sent out to parents before entry to school Lessons during the induction period to support pupils understand how we are keeping them safe Year 3 entry on first day to allow settling in to school with only their year group | <ul style="list-style-type: none"> Contact with those shielding Relevant learning set with audio to support Use of class contact via email for any bespoke learning required | Andrea Chappell to organise a social story to be sent to relevant pupils prior to starting school. | 04.09.2020 | Yes. |

| Who might be harmed and how? | What are you already doing to control the risks? | What further action do you need to take to control the risks? | Who needs to carry out the action? | When is the action needed by? | Done |
|------------------------------|--|--|---|---|--|
| Pupils | <ul style="list-style-type: none"> Children attending school have had specific sessions to support their mental health Contact made for pupils we feel may be vulnerable Videos filmed to show children what school looks like Weekly phone calls for any pupils suffering with anxiety Risk assessments carried out for children with EHCPs Family Support worker to identify vulnerable pupils and signpost families to have additional support Den Staff to identify and support with protective behaviours as required in September Existing individual health care plans in place for pupils/students to be reviewed. | <ul style="list-style-type: none"> Contact set up via online device to allow those who are shielding to have some contact with peers | <p>Laura Smith to make phone calls to identified families.</p> <p>Ami Mackenzie to make sure relevant resources are ready to offer support to additional pupils.</p> <p>Andrea Chappell to contact parents of pupils with existing care plans and amend</p> | <p>14.09.2020</p> <p>04.09.2020</p> <p>04.09.2020</p> | Done. |
| Staff | <ul style="list-style-type: none"> Transparent communication about documents and procedures to keep them safe. PPE in stock and available should it be required in the event of being in contact with someone showing symptoms or when dealing with intimate care or first aid Have one to one sessions to set up additional risk assessments for staff who feel anxious about returning to work Staff / students who previously were shielding able to return to school Make sure that all support staff who are now in class at lunch time for 30 minutes have an additional 15 minutes so they are having a full break in one block | <ul style="list-style-type: none"> Dining room used for social interaction where staff can have discussions and support one another in a socially distanced way. Teaching staff have access to counselling via SAS | <ul style="list-style-type: none"> Kim Hedley to pass documentation to Louise Whitby Louise Whitby to contact staff who are anxious about return and set up relevant meetings Staff to contact their healthcare professionals and pass advice on as required Class teacher to liaise with support staff member who is in their class at lunch to make | <p>20.07.2020</p> <p>04.09.2020</p> <p>03.09.2020</p> | <p>Done</p> <p>Done</p> <p>Ongoing</p> |

| Who might be harmed and how? | What are you already doing to control the risks? | What further action do you need to take to control the risks? | Who needs to carry out the action? | When is the action needed by? | Done |
|--|---|---|---|--|-------|
| | <ul style="list-style-type: none"> School to discuss arrangements / concerns with individuals and provide assurance of controls in place. Any existing individual risk assessments to be reviewed. See COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable, for staff who are extremely clinically vulnerable new advice for those identified through letter from NHS was published on Oct 13th | | <p>sure this is happening at a suitable time</p> <ul style="list-style-type: none"> Louise Whitby to set up dining room so it is a pleasurable space for staff to relax, | 09.11.2020 | Done. |
| Hazard - Pupils having made slow progress during lockdown and increasing an attainment gap. | | | | | |
| Pupils – missed key content on which to build progress. | <ul style="list-style-type: none"> Online learning offered Learning packs printed and collected/delivered Individual phone calls to offer support Email contact with class teacher as often as required Purchase of additional resources for spelling and number bonds which can be accessed on a phone or tablet at home Subject leaders to review learning missed – consider crucial learning to be built into future lessons. Subject leaders to assess autumn learning and consider the key elements which are vital building blocks; these will be taught in a layered approach where they are revisited each lesson to support moving key learning into long term memory (learning not reduced but selected to maximise impact) Purchase the catch up curriculum from HfL for English and Maths where key | <ul style="list-style-type: none"> Distance learning linked to work in school prepared in advance and posted weekly on website for those who are required to self-isolate or shield. | <ul style="list-style-type: none"> Subject leaders to complete maps Adam Kent to deliver staff meeting and offer support when needed. Louise Whitby to purchase resources and pass on to staff. Class teachers to discuss during handover Christine Woolston to deliver training on September INSET and continue to support with monitoring. Class teachers to prepare overviews for distance learning. LJ or LW to post information including | 21.07.2020 08.07.2020 21.07.2020 21.07.2020 03.09.2020 09.11.2020 | Done |

| Who might be harmed and how? | What are you already doing to control the risks? | What further action do you need to take to control the risks? | Who needs to carry out the action? | When is the action needed by? | Done |
|--|--|--|---|-------------------------------------|-------|
| | <p>learning missed is built into the planning we already use</p> <ul style="list-style-type: none"> Pupils requiring support to be positioned at the front of the classroom so work can be reviewed and supported by class teacher School Improvement plan to focus on the pedagogy behind effective formative assessment so gaps are more effectively identified and addressed. Additional support and training to enhance already excellent classroom practice | | assembly links on website. | Ongoing - weekly | |
| Hazard - Pupils missing further education as a result of the need to self-isolate or shield, or potential school closure due to an increased peak of the virus in the future. | | | | | |
| Pupils – missing education and increasing gap between them and peers. | <ul style="list-style-type: none"> Weekly pack of resources planned by teachers Print and deliver packs for families without printing access Personalised learning for some pupils who can't access their own year group learning | <ul style="list-style-type: none"> Ascertain which families have access to the internet and/or a laptop for a child to work on. Plan suitable work to maximise facilities parents have available e.g. mixture of online and paper resources Make sure all staff are able to use google classroom Set up google classroom with new class in September to ensure their competence in using this. | <ul style="list-style-type: none"> Louise Whitby to send out a survey before the end of term. Louise Jones, Angela Ford, Tom Bailey and Christine Woolston to check competence of using this tool with year group and support colleagues as needed. | <p>17.07.2020</p> <p>02.09.2020</p> | Done. |
| Staff – Additional workload while teaching and planning learning. | <ul style="list-style-type: none"> Increased PPA time to allow time to set work Using staff who have less teaching commitment to plan the activities online | <ul style="list-style-type: none"> Please see online learning offer in the event of pupils self isolating – letter to parents dated 18.09.2020 | <ul style="list-style-type: none"> Louise Whitby to research and purchase books for use at home in the event of school closure. | 22.07.2020 | |

| Who might be harmed and how? | What are you already doing to control the risks? | What further action do you need to take to control the risks? | Who needs to carry out the action? | When is the action needed by? | Done |
|--|--|--|--|--|------|
| Hazard - Staggered entry and exit leaves the school site vulnerable to be accessed by people who are not part of our school community | | | | | |
| Pupils/Staff – access to school to people who may be harmful. | <ul style="list-style-type: none"> • TA in class opens the gate 5 minutes before and then after all are in | <ul style="list-style-type: none"> • Reduction of staggered entry and exit from previous plan – 45 minute window where school is open • Ensure that class doors are locked when pupils are in • Hall doors to the playground need to be locked until all gates are shut at 9:20 • Letter will state that any pupils who are 10 minutes late will not be permitted into school • Main entrance door to have fob fitted so staff have access ONLY to open the external door | <ul style="list-style-type: none"> • Class Teachers – allocate a leader for door locking • Larry Brown to complete lock down at 9:20 • Louise Whitby to send joint letter with Infant school regarding lateness • Larry Brown to follow up on the door system being fitted | 04.09.20 04.09.2020 13.07.2020 04.09.2020 | |
| Hazard - Increased chance of staff absence leading to interruption in high quality learning or lack of supervision. | | | | | |
| Pupils – increase of attainment gap. | <ul style="list-style-type: none"> • Supply agencies used to cover classes to minimise the impact on pupils missing school • TAs can supervise classes • TAs may be asked to cover in emergency situations • HLTAs to be used to cover classes in emergency situations • SLT to step in and cover classes in emergency situations • Consider the use of supply agencies for longer term absence • Staff must get tested if they show symptoms to allow a quicker return to work when they are feeling well. | <ul style="list-style-type: none"> • All staff to consider at all times how they can minimise contact with a wide range of pupils and staff throughout the day • Staff are responsible for considering day to day close contacts they have had each day (Close contacts considered) • In the event of a member of staff testing positive they will be responsible for passing on all those who fall into the definition below. <p>i) Direct close contacts: <i>Direct face to face to face contact with a case for any length of time, including being coughed on or talked to. This will also include exposure within 1 metre for 1 minute or longer, or</i></p> | <ul style="list-style-type: none"> • Louise Jones to organise cover as required • All staff keep records of contact they have had with other members if staff. | Ongoing. Ongoing. | |

| Who might be harmed and how? | What are you already doing to control the risks? | What further action do you need to take to control the risks? | Who needs to carry out the action? | When is the action needed by? | Done |
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| | <ul style="list-style-type: none"> School test kits available for staff in the event of being unable to get a test quickly | <p>ii) Proximity contacts: <i>Extended close contact (within 1-2m for more than 15 minutes) with a case, or</i></p> <p>iii) Travelled in a small vehicle with a case or bigger van/transport where social distancing was not maintained</p> | | | |

| ADMINISTERING FIRST AID | | |
|--|---|---|
| Asthma (Tier 1) | <ul style="list-style-type: none"> Each group will need to have the correct inhalers for the children they have. Children will administer themselves as normal and will be recorded on the sheet by the adult present. Any concerns, move straight to Tier 3. | <ul style="list-style-type: none"> Teachers will need to ensure they have the correct inhalers for their group. Recording sheets will need to be in the wallet with each inhaler. |
| Anaphylaxis (Tier 3) | <ul style="list-style-type: none"> Normal procedure will be followed with the following additions: Gloves and masks will be included within the Epi-Pen boxes. At the point of suspected anaphylactic shock, the First Aider should be radioed with details to attend and an adult should be sent to collect the Epi-Pen from the office, the office should be told to phone for an ambulance. The First Aider will administer the epi-pen and stay with the child until the ambulance arrives. Parents should be phoned as early as is convenient. | <ul style="list-style-type: none"> AK will ensure face-masks and gloves are placed with the epi-pen boxes. LW to place laminated copy of current procedure for each tier in first aid kits for reference. |
| Mouth and Eye Injuries (Tier 2) | <ul style="list-style-type: none"> Assess the extent of the injury without any physical contact. If you need to assess the injury and are unable to do from a safe distance, PPE should be worn. If a minor mouth or eye injury, Tier 1 may be used where the child washes their mouth out with water or applied a cold compress to the eye. | <ul style="list-style-type: none"> All staff to be aware of protocol LW to place laminated copy of current procedure for each tier in first aid kits for reference. |

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| | <ul style="list-style-type: none"> • If a more serious injury occurs (for example teeth), the adult should inform parents and call a First Aider if needed. • Contact treatment for mouth and eye injuries will not be applied due to risks of cross contamination. Parents will be phoned. | |
| PE (Tier to be assessed) | <ul style="list-style-type: none"> • The TA out with the group should assess which Tier is required for treatment using the action plan. • Treatment should be followed using the action plan. • If a child is unable to be moved, Tier 3 will be used. • Children should not be sent in on their own or before the assessment has been made by the TA outside. | <ul style="list-style-type: none"> • JM to know and follow procedure where needed. |
| Intimate Care (Tier 2) | <ul style="list-style-type: none"> • Medical and First Aid policy to be followed however all staff attending will need to wear PPE. • Spare clothing will be distributed to both buildings. • The two adults attending the intimate care incident should be the teacher and TA from the group where possible to avoid unnecessary mixing. An adult from a different group can monitor the remaining children from a distance of 2m until the incident is dealt with. • Intimate care form should be filled out as normal. | <ul style="list-style-type: none"> • AK to distribute spare clothing to both buildings. • Intimate Care equipment for OBB will be moved from Germany to the room he is in. |
| Vomiting (Tier 2) | <ul style="list-style-type: none"> • PPE must be applied by all adults dealing with the incident. • The child should be taken to get changed if needed and then placed in The Den until parents are able to collect. • All clothing to be double bagged and sent home with the child. • The vomit should be cleaned by the attending adults using correct method for the location (outside cleaning differs to inside) and then all materials used disposed of in the outside bins. | <ul style="list-style-type: none"> • Carpet cleaning kits to be checked by AK. |
| CPR (Tier 3) | <ul style="list-style-type: none"> • Attending adult will assess situation and check whether the child is breathing. Ideally, PPE should be applied first. This may not be possible dependent on the severity of the situation and this would be considered a necessary risk. • If child is not breathing, attending adult should call ambulance and the First Aider radioed. 999 call operator to be kept on the phone and phone given to First Aider at the scene. Attending adult to place in recovery position if 999 call operator instructs. • Duty First Aider will take over CPR process ensuring PPE is being worn and face shields used if rescue breaths are to be administered following guidance from 999 operator. | <ul style="list-style-type: none"> • Face shields to be in every first aid kit. • LW to place laminated copy of current procedure for each tier in first aid kits for reference. |

Doors open at 8:40 and close at 9:00 for all classes

- Year 3 and 4 end at 2:50 and Year 5 and 6 at 3:00
- Break time for year 3 and 4 10:00-10:15 year 5 and 6 10:45-11:00
- Lunch time year 3 and 4 12:00-12:45 and year 5 and 6 12:45-13:00.
- Friday end of day 12:00 for year 3 and 4 and 12:10 for year 5 and 6

Information for parents and carers on suspected COVID-19 (coronavirus) in a child

