

## School Covid 19 Risk Assessment – March 2021 Update (Version 6)



Name of School	Luckington Community School (and pre-school)
Name of Headteacher	David Cook
Assessment completed by	David Cook
Assessment date	8th March 2021 - for full school reopening

This risk assessment template sets out the measures that may be used to maintain a safe environment for all occupants and visitors to the school/setting and to reduce the transmission risk of covid-19 coronavirus as far as is reasonably practicable. Particular attention must be given to those at greatest risk including vulnerable groups, pregnant women, and those with underlying health conditions; and to new staff and pupils who may be unfamiliar with the site.

Use the template to prepare a specific risk assessment for your school/setting. It must be kept under review and updated accordingly.

### Useful links:

Government guidance for full opening of schools can be found [here](#)

Government guidance for after school clubs and other out of school settings can be found [here](#)

Right Choice Coronavirus Resources are available [here](#).

Science teaching Coronavirus advice is available from CLEAPSS [here](#)

Design Technology Coronavirus advice is available from CLEAPSS [here](#)

Physical Education Coronavirus advice is available from AfPE [here](#)

Where separate risk assessments are required for specialist situations as set out in the template below, these do not need to be submitted to the local authority but should be available for scrutiny from LA or HSE enforcement officers.

RISK	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
<b>1. Maintaining distancing and reducing contact – entrance and exit routes</b>		
<p>Numbers arriving simultaneously on school transport impede the means to distance or reduce contact, and impede effectiveness of staggered start/finish times of school day</p>	<ul style="list-style-type: none"> <li>● Arrange separate ‘holding’ areas for each group to minimise contact (ideally these should be outside if weather permits)</li> <li>● Encourage parents to make other arrangements for travel to/from school other than school transport.</li> <li>● Staff on duty to supervise</li> <li>● Signage at school transport pick up/drop off point</li> </ul>	<p><b><u>All families</u></b></p> <ul style="list-style-type: none"> <li>● One adult only to drop off/pick up children.</li> <li>● Face coverings to be worn when lining up outside and on school grounds.</li> <li>● Keep at least 2 metres from other parents - lines will be marked on playground and outside front of school building.</li> <li>● Do not congregate - leave as soon as you have dropped off/picked up your child.</li> <li>● Follow signs on playground and stick to direction advice - even if no one else is around.</li> <li>● No parking outside front of school.</li> <li>● Parents not to enter the school building at any point.</li> <li>● Parents can contact teacher by school admin email to make telephone appointments.</li> <li>● If a parent has an urgent reason to speak to the teacher, Mr Cook will be available at the start of the day</li> </ul> <p><b><u>Pre-school</u></b></p> <ul style="list-style-type: none"> <li>● Enter and exit via back gate. Enter no earlier than 9:00 am and 3:00 pm.</li> <li>● For lunchtime pick up - do not enter playground until 1:00pm at earliest.</li> </ul> <p><b><u>Class 1</u></b></p>
<p>Numbers of parents and children at entrances and exits impede social distancing.</p>	<ul style="list-style-type: none"> <li>● Instructions for parents/carers on distancing rules on site.</li> <li>● Staggered start/finish times for different groups.</li> <li>● Markers on floor for children and parents to wait. Ensure markings do not create slip/trip hazard</li> <li>● Use of different entrances/exits for different groups.</li> <li>● Only one parent/carer to accompany child.</li> <li>● Staff on duty to supervise.</li> <li>● Signage.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Drop off children between 8:55 am and 9:00 am. Parents to wait on playground, following queuing system - children will be greeted one at a time.</li> <li>• Children to be collected at 2:55 pm. Parents to wait on playground, following queuing system.</li> <li>• Parents to enter via front gate, into playground and exit via back gate by pre-school.</li> </ul> <p><b><u>Class 2</u></b></p> <ul style="list-style-type: none"> <li>• Parents to drop children off at front gate between 8:45 am and 8:55 am.</li> <li>• Children to enter through front door on their own where they will be greeted by an adult.</li> <li>• Class 2 parents not to come on to the school grounds.</li> <li>• Parents to line up by bus stop for 3:00 pm pick up.</li> <li>• Parents not to block the entrance to the gate, allowing Class 1 parents to enter safely.</li> </ul>
Changes to school routine cause vehicular and pedestrian traffic management issues.	<ul style="list-style-type: none"> <li>• Encourage parents to walk/cycle to school with children.</li> <li>• Stagger drop off / pick up times.</li> <li>• Minimise vehicles on site</li> <li>• Review traffic management risk assessment where changes to start/end of day apply.</li> </ul>	<ul style="list-style-type: none"> <li>• All information to be sent out to parents well in advance of start of term, key points to be reiterated in the days leading up to it.</li> <li>• Headteacher supervising parking areas.</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff on duty to supervise.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents not to park directly outside front or back of school, other side of green, at side is acceptable.</li> </ul>
<b>2. Maintaining distancing and reducing contact – internal areas and play areas</b>		
Pupil numbers and room sizes impede the means to reduce contact	<ul style="list-style-type: none"> <li>• Where practical, arrangements will aim to reduce contact and maximise distancing between pupils and staff; and between staff themselves.</li> <li>• Pupils will reduce contact by being grouped together. For primary schools this is likely to be in class sized groups. For secondary schools this may be in upto year sized groups.</li> <li>• Record the names of pupils in each group, and any close contact that takes places between children and staff in different groups.</li> <li>• Remove excess furniture to safe storage areas to increase space.</li> <li>• Desks to be spaced out as far as possible but do not impede fire escape routes and exits.</li> <li>• All desks to face forward with pupils sat side by side.</li> <li>• Floor markings to illustrate 2m areas around teaching positions.</li> <li>• Children to remain at their desks when in the room.</li> <li>• Children to use the same desk each day.</li> <li>• Lessons planned for individual work as opposed to close group work.</li> <li>• Distancing and reducing contact to be explained to children with regular reminders.</li> </ul>	<p>Pre-school, Class 1 (25) and Class 2 (26) to remain separate at all times.</p> <p><b><u>Pre-School bubble (4 - 10 children)</u></b></p> <ul style="list-style-type: none"> <li>• No more than 8 children on any session.</li> <li>• Whole room plus outdoor area to be used at all times.</li> <li>• Main focus will be on not touching each other and remembering not to enter other people's personal space.</li> <li>• Windows to be left open (where it does not cause discomfort) to allow airflow.</li> </ul> <p><b><u>Class 1 bubble (25 children)</u></b></p> <ul style="list-style-type: none"> <li>• Main focus will be on not touching each other and remembering not to enter other people's personal space.</li> <li>• The older children will work independently at tables, facing the front of the room.</li> <li>• Unnecessarily moving around the room will be discouraged.</li> <li>• 'Activity Wall' for freetime will be extended to use of reception area and areas on playground.</li> </ul> <p><b><u>Class 2 (26 children)</u></b></p> <ul style="list-style-type: none"> <li>• Children to remain seated at tables for most of the day.</li> </ul>

	<ul style="list-style-type: none"> <li>● Signage/Posters in each classroom.</li> <li>● Consider the use of school grounds / local environment to extend the range of teaching spaces available</li> <li>● Staff to supervise and enforce measures.</li> <li>● 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.</li> <li>● Ventilation improved where practicable by having windows open.</li> </ul>	<ul style="list-style-type: none"> <li>● No carpet time for the time being.</li> <li>● Children spread out through two classroom areas.</li> <li>● Children will not sit directly opposite each other.</li> <li>● Children will use same desk every day.</li> <li>● Most work will be independent, with less focus on group work.</li> <li>● Teaching area to be marked out using tape.</li> <li>● Windows to be left open as often as possible in allow flow through of fresh air.</li> <li>● Where possible, children are sat side by side, rather than face to face.</li> </ul> <p><b><u>For All</u></b></p> <ul style="list-style-type: none"> <li>● All children to start each day with a reminder about distancing.</li> <li>● Outside spaces used whenever possible.</li> <li>● Distancing rules added to behaviour policy and enforced in the same way as class rules.</li> </ul>
Number of pupils and staff moving around the school impede the means to distance and reduce contact in corridors and other communal spaces	<ul style="list-style-type: none"> <li>● Minimise movements of whole groups and individuals outside of the classroom.</li> <li>● Use of a one-way system around the school.</li> <li>● A 'walk on the left' policy if one-way not practicable.</li> <li>● Consider using the pathways around the perimeter of the building to assist with circulation (weather and site layout dependent).</li> <li>● Lane markings on floor and distancing markings in areas where queuing is likely.</li> <li>● Areas not in use to be closed off (not escape routes).</li> </ul>	<ul style="list-style-type: none"> <li>● All groups of children are in their own 'areas' of school for most of the day.</li> <li>● Where areas are shared, i.e. lunchtimes, playtimes, the groups will be designated certain areas.</li> <li>● One assembly a week - a 'celebration' assembly, will take place on a Friday afternoon, on the playground. Both classes will attend, sitting on mats on opposite ends of the playground. If this works well we may invite one parent for each 'star of the week' to attend (max of 4) sitting 5m behind the children and will wait for the</li> </ul>

	<ul style="list-style-type: none"> <li>• Children to keep coats, bags, lunchboxes etc with them in the classroom (under desks) or in suitable storage area.</li> <li>• Signage.</li> <li>• School assemblies to be completed electronically</li> <li>• Acts of worship and other typically communal events to take place in groups (not whole school)</li> </ul>	<p>children to leave before they exit the school grounds.</p> <ul style="list-style-type: none"> <li>• Other daily assemblies to be recorded electronically.</li> <li>• Class 2 children to hang their bags and coats on chairs so cloakroom is not needed.</li> <li>• Signage in place around the school to direct children accordingly.</li> </ul>
Number of pupils and size of space impede the means to distance and reduce contact when using toilets	<ul style="list-style-type: none"> <li>• Apply a maximum number of pupils in toilet rule to maintain distancing and reduce contact.</li> <li>• Where practicable avoid different groups using the same facilities at the same time.</li> <li>• Distance markings on floor in queuing area</li> </ul>	<ul style="list-style-type: none"> <li>• No more than 2 children in toilets at a time.</li> </ul>
Number of pupils and available space impede the means to distance and reduce contact at breaktime and lunchtime	<ul style="list-style-type: none"> <li>• Staggered break and lunch times.</li> <li>• Allocated play areas for each group.</li> <li>• Consider zoning of play areas using markings / cones to reinforce distancing.</li> <li>• Limit use of outdoor play equipment to designated groups at fixed periods</li> <li>• Games which encourage distancing and reduce contact.</li> <li>• Staff supervision to maintain standards.</li> <li>• Any crockery/cutlery used must be cleaned thoroughly.</li> <li>• Catering contractors and other food provision has been subject to specific risk assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Class 1</li> <li>• Both classes out to play at 10:30. Class 1 to use Climbing, Nature and Teepee Zone. Class 2 to use playground, Water and Garden Zones.</li> <li>• Lunchtime staggered so all areas can be used. Class 1 in hall at 12:00, Class 2 at 12:30. Class 2 to enter hall via front door once Class 1 have arrived at gate by pre-school.</li> <li>• Tables, equipment etc to be cleaned down by TA in charge between uses.</li> <li>• Outdoor equipment in use - but wiped down between uses.</li> <li>• At least two staff supervising at all times - must constantly enforce distancing.</li> <li>• Pre-school to use playground at any other time - agreed with class teachers.</li> </ul>

Number of staff and size of staff rest spaces impede the means to distance and reduce contact	<ul style="list-style-type: none"> <li>● Removal of furniture to create more space.</li> <li>● Removal of communal equipment (mugs etc)</li> <li>● Staggered break times for staff.</li> <li>● Repurpose unused spaces for additional staff rooms.</li> <li>● Staff toilets to enforce 2m distancing.</li> </ul>	<ul style="list-style-type: none"> <li>● Where possible, staff to stay within their bubble.</li> <li>● Where necessary, conversations between staff in different bubbles are done at 2m and for as short a time as possible, but no more than 2 minutes.</li> <li>● Staff to make own teas/coffees etc and used to be put in dishwasher, rather than cleaning by hand.</li> <li>● Removal of dish towels - paper towels to be used for hand drying.</li> <li>● KS2 Staff to use disabled toilet and KS1 usual staff toilets.</li> <li>● Breaks/lunch should be done in staff room or classroom - only with members of that bubble.</li> <li>● Staff to wear face coverings while moving around indoor areas of school.</li> </ul>
Breakfast Club - possible mixing of bubbles		<ul style="list-style-type: none"> <li>● Children from each class at opposite ends of the hall - not to mix with other group under any circumstances.</li> <li>● Adult in charge on any particular day to be aware of proximity rules, particularly with children from other bubble.</li> <li>● Separate equipment for each group.</li> <li>● Equipment to be cleaned down after every use.</li> <li>● Breakfast pre-prepared so adult does not need to 'serve' children.</li> <li>● Measures to be communicated to parents.</li> </ul>
<b>3. Hygiene and Cleaning</b>	<a href="#"><u>Guidance on cleaning non-healthcare settings</u></a>	

<p>Cleaning staff levels are insufficient to deliver enhanced cleaning regime.</p>	<ul style="list-style-type: none"> <li>● Confirm available cleaning staffing levels before wider opening.</li> <li>● Use of contractors or other school staff for additional cleaning.</li> <li>● Agree the new cleaning requirements and additional hours for this.</li> <li>● PPE to be worn by cleaning staff as dictated by risk assessment.</li> </ul>	<ul style="list-style-type: none"> <li>● Cleaning company to continue with daily cleaning.</li> <li>●</li> <li>● During break times, non-supervising adult to wipe down key surfaces and handles.</li> <li>●</li> <li>●</li> <li>● Headteacher to clean staff communal surfaces and handles - i.e. kitchen and staffroom x3 times a day</li> <li>●</li> <li>● Cleaning company to provide support (i.e. PPE) for staff based on their risk assessments.</li> </ul>
<p>Insufficient handwashing and hygiene facilities increase the risk of transmission.</p>	<ul style="list-style-type: none"> <li>● Children to handwash on entry to school, before and after each break and lunch, on changing classrooms, leaving school and after using toilet.</li> <li>● Ensure supplies of suitable soap. Skin friendly cleaning wipes can be used as an alternative</li> <li>● Extra signage to encourage washing hands.</li> <li>● Ensure help is available for children who cannot clean their hands independently.</li> <li>● Hand gel dispensers at strategic locations around the site to complement handwashing facilities.</li> <li>● Supplies of tissues and lidded bins in each teaching space and classroom.</li> <li>● Promotion of the 'Catch it, Bin it, Kill it' campaign to pupils and staff.</li> <li>● Resources are rotated or left to de-contaminate for 48 hours (or 72 hours if plastic) if being used by different groups.</li> </ul>	<ul style="list-style-type: none"> <li>● Each child to have a bottle of anti bac on their table.</li> <li>● Children to wash their hands (monitored) on entry, before and after breaks/lunch and before going home. This will be done with a socially distanced queuing system.</li> <li>● PHE posters to be displayed prominently.</li> <li>● Children to watch hand washing video regularly.</li> <li>● Each child to have box of tissues on their table.</li> <li>● Admin to buy soap, gel, tissues, lidded bins, PPE in advance for summer term.</li> <li>● Children to wear sports kit on PE days, meaning that parents have day to wash clothes etc</li> <li>● PPE (face coverings, gloves, soap, cleaner, aprons, visors) to be available to staff at all times.</li> </ul>



		<ul style="list-style-type: none"> <li>• Handgel dispensers outside all 3 classrooms.</li> <li>• We will avoid using communal resources, but where unavoidable, cleaned down in between uses and left for 48/72 hours.</li> </ul>
Exposure to new hazardous substances (products)	<ul style="list-style-type: none"> <li>• COSHH assessment to be carried out for any new cleaning/sanitising products in use.</li> <li>• Additional cleaning staff to be made aware of the COSHH risk assessments.</li> <li>• Appropriate storage of hazardous substances.</li> <li>• Material data sheets to be made available for new and existing products.</li> </ul>	<ul style="list-style-type: none"> <li>• Cleaning company's responsibility.</li> </ul>
<b>4. Site and Buildings</b>	<b><a href="#">DfE Guidance on school premises management</a></b>	
Visitors/contractors/suppliers on site increase the risk of transmission.	<ul style="list-style-type: none"> <li>• Site visits only by pre-arrangement.</li> <li>• A record of some visitors must be kept for 21 days <a href="#">specific guidance</a></li> <li>• 2m exclusion zones/markings in Reception areas.</li> <li>• Information/signage for visitors informing them of the infection control procedures.</li> <li>• Deliveries and visits outside of school opening hours where possible.</li> <li>• Provision of hand sanitiser at main school entrance.</li> <li>• Process for the acceptance of deliveries required i.e. area where deliveries can be safely left.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep a record of visitors with phone numbers, times/dates of visit and people in contact with during visit.</li> <li>• To begin with, there will be no unnecessary visitors on site.</li> <li>• Peripatetic teachers will return to school in March - each as their own COVID-19 measures in place.</li> <li>• Volunteers (readers etc.) not to return yet.</li> <li>• Regular, pre-arranged visits, i.e. maintenance, legionella to carry on, but distancing arrangements to be in place for visits.</li> <li>• Signs on doors to give unexpected visitors guidance. Doors to be locked during school day.</li> <li>• Handgel at entrance with sign in book.</li> <li>• Deliveries to be left outside before collection. Items to be wiped down and left 72 hours before opening where possible.</li> </ul>

Changes affect normal emergency procedures.	<ul style="list-style-type: none"> <li>• Review of fire assembly points to accommodate reduced contact and distancing where practicable.</li> <li>• Fire drill practice to train new arrangements.</li> <li>• Other contingency emergency plans to be reviewed including lockdown procedures, major disruption through loss of services, gas leak etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Fire assembly points in same place on playground as usual. Classes to be apart, 2m between each child.</li> <li>• Lockdown procedures unchanged.</li> <li>• Fire drill to be carried out during first week.</li> <li>• Lockdown drill to be carried out during second week.</li> <li>• Emergency plan to be reviewed.</li> </ul>
Site security is compromised by new arrangements.	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Additional ventilation via open doors and windows should not occur in unoccupied parts of the site.</li> </ul>	<ul style="list-style-type: none"> <li>• There should be no security issues because of the changes.</li> </ul>
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.	<ul style="list-style-type: none"> <li>• All health and safety, site monitoring checks to take place weekly/termly as normal.</li> </ul>
<b>5. Equipment and furniture</b>		
Shared play equipment increases the risk of transmission.	<ul style="list-style-type: none"> <li>• Individual items of play equipment and other shared items used for teaching are to be cleaned between each use by each group.</li> </ul>	<ul style="list-style-type: none"> <li>• The children will spread out throughout the zones.</li> <li>• Equipment will be divided up for smaller groups of children and this will be cleaned each day.</li> <li>• Pre-school only has a maximum of 8 children per session, all equipment will be in use, but will be sanitised regularly.</li> <li>• Activities that are harder to clean (i.e. sand trays etc) will still be used but children will</li> </ul>

		be supervised closely and hands will be washed before and after using.
Shared equipment, fittings and resources increase the risk of transmission.	<ul style="list-style-type: none"> <li>• Handwashing before and after each lesson.</li> <li>• Remove unnecessary items from the classrooms and store elsewhere.</li> <li>• Cleaning regime for door handles, press to exit buttons, communal surfaces.</li> <li>• Children asked to bring in own stationery or have allocated, named, packs of stationery per child.</li> <li>• Resources and surfaces to be cleaned each night.</li> <li>• Lessons planned so sharing of resources in minimised.</li> </ul>	<ul style="list-style-type: none"> <li>• See hand-washing routines above.</li> <li>• See extra-cleaning routines above.</li> <li>• Children will have own learning pack on tables to include all the things they will need for the day. No-one else is to use this.</li> <li>• Lessons will be adapted so not to include unnecessary equipment, moving around the classroom or working alongside the teacher or other children.</li> <li>• Children to bring book bags only into school - nothing else from home should be brought in.</li> <li>• The children will be allowed to choose books from library. Once these have been read, they should be sanitised and left for 72 hours before returning to library.</li> </ul>
Increased manual handling tasks increase the risk of musculoskeletal injuries.	<ul style="list-style-type: none"> <li>• Staff must not attempt to move large or heavy items unless they are fit to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow manual lifting procedures.</li> </ul>
<b>6. Health and Wellbeing</b>		
Inadequate staffing levels create supervision or safeguarding issues.	<ul style="list-style-type: none"> <li>• Carry out an audit of all staff availability and review it regularly.</li> <li>• Introduce a process for staff to inform you if their health situation changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Each group will have at least 2 members of staff, one of who (at a minimum) will have up to date first aid training.</li> <li>• A DSL will be in school at all times.</li> </ul>

	<ul style="list-style-type: none"> <li>● If there is a shortage of teachers consider use of suitably qualified TAs to lead a group and maintain ratios.</li> <li>● Use of staff from other schools (by agreement).</li> </ul>	<ul style="list-style-type: none"> <li>● We have a small amount of flexibility should a teacher be ill - regular supply teacher can take classes, as well as the headteacher.</li> <li>● We will not have any volunteers in school for the foreseeable future.</li> <li>● However, if staffing levels are too low to maintain our 'groups' and sustain social distancing we would consider asking a governor or a member of Open the Book to support us.</li> <li>● Any volunteer would receive full training and would be talked through this risk assessment.</li> <li>● Headteacher and senior teacher to have no contact within 2m at any time.</li> <li>● The 'proximity' rules regarding contact to be reiterated at weekly staff meetings and on posters around the school.</li> <li>● Staff from two bubbles not to mix where possible- all staff meetings to be done via Google Classroom.</li> </ul>
Vulnerable / Extremely vulnerable children at higher risk of infection.	<ul style="list-style-type: none"> <li>● Parents should follow current medical/government advice if their child is in this category.</li> </ul>	<ul style="list-style-type: none"> <li>● Parents will be signposted towards up to date medical advice and government guidelines.</li> <li>● Parents will be sent Wiltshire Council updates regularly</li> </ul>
Person becomes unwell with Covid-19 symptoms in school	<ul style="list-style-type: none"> <li>● Move to a pre-designated room where person can be isolated, with adult supervision if a child.</li> <li>● Ventilate the room if possible.</li> <li>● PPE should be worn if contact is required.</li> <li>● Inform parent/carers to arrange collection.</li> </ul>	<ul style="list-style-type: none"> <li>● The supervising adult should immediately put on a face covering, gloves and an apron and guide the child at a 2m distance to the isolation room.</li> </ul>

	<ul style="list-style-type: none"> <li>• Cleaning regime after each usage of the space.</li> <li>• Follow the advice from health protection team</li> </ul>	<ul style="list-style-type: none"> <li>• The headteacher's room will be used for isolation.</li> <li>• Windows will be left open.</li> <li>• There will be some colouring/drawing activities in the room to help the child relax.</li> <li>• The adult who has had the initial contact with that child will take the child to the room and explain to them that their parents are coming to pick them up. They will then leave the room and sit outside. If the child is distressed, the adult will stay in the room to reassure them.</li> <li>• In all communications with parents, we will need to emphasise that they should not send their children in if they have any symptoms of COVID-19.</li> </ul>
Outbreak of Covid-19 within the school (defined as more than two confirmed cases within a fortnight)	<ul style="list-style-type: none"> <li>• Senior leaders have awareness of the PHE "local outbreak management plan"</li> <li>• Local school management plan is in place and relevant staff have been made aware</li> <li>• Remote education plans in place</li> </ul>	<ul style="list-style-type: none"> <li>• Head, senior teacher and govs are aware of the Wiltshire local outbreak plan.</li> <li>• If there is a case in the school community, headteacher will contact Wiltshire Council/PHE immediately to plan accordingly.</li> <li>• Google Classroom will be pre-loaded with activities in the case of a school closure.</li> <li>• The video learning timetable from the previous closures will be put into place within one day of closure.</li> </ul>
Staff wellbeing affected by the working experience.	<ul style="list-style-type: none"> <li>• Staff risk assessment tool being used to assess those in higher risk groups.</li> <li>• Staff aware of risk assessment process and able to contribute.</li> <li>• Staff meetings and communication.</li> <li>• Defined wellbeing support measures for staff.</li> </ul>	<ul style="list-style-type: none"> <li>• In the event of headteacher being absent, senior teacher will assume head's role. We have 3 regular supply/PPA teacher who could teach Class 1 during this period.</li> <li>• Headteacher filling in where necessary.</li> </ul>

	<ul style="list-style-type: none"> <li>• Designated staff rest areas.</li> </ul>	
Volunteer wellbeing affected by the working experience	<ul style="list-style-type: none"> <li>• Volunteers will be treated in the same way as school staff and provided with the same information, instruction, training and equipment.</li> <li>• Volunteers will be included in regular communications and be given the opportunity to feedback any concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• No volunteers for time being.</li> </ul>
Pupil wellbeing is impacted by the current situation causing physical and mental ill health. <a href="#">School Effectiveness guidance on Right Choice</a>	<ul style="list-style-type: none"> <li>• Children to have allocated teacher and TA where possible.</li> <li>• Reduced time in school to ensure transition from home to school is successful.</li> <li>• Curriculum to support children's well-being.</li> <li>• Provide opportunities to talk about their experiences/concerns.</li> <li>• Pastoral activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers identify children who need support in returning to school in the first instance.</li> <li>• Elsa to organise timetable for support for these children.</li> <li>• Increased PSHE introduced in Term 1 will continue for the whole school year, including daily input.</li> </ul>
First aid provision	<ul style="list-style-type: none"> <li>• Ensure all staff know First Aiders on site if less than normal.</li> <li>• If provision is less than usual, minimise hazardous activities which may result in injury.</li> <li>• Ensure a supply of PPE is available for provision of first aid and use and dispose of accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• PPE is available if closer/prolonged contact is needed when administering first aid.</li> <li>• All first aiders will be in school.</li> </ul>
Pupils with special medical needs (administering medication)	<ul style="list-style-type: none"> <li>• Required number of competent staff on site</li> <li>• Staff training up to date</li> <li>• Alternative arrangements in place if staff training/competence has lapsed.</li> </ul>	<ul style="list-style-type: none"> <li>• None.</li> <li>• First Aid training should be updated over the coming months if possible.</li> </ul>
1:1 teaching, physical restraint and children with SEND or EHC plans are adversely affected by the current situation.	<ul style="list-style-type: none"> <li>• Individual <a href="#">risk assessments</a> of children with behavioural difficulties.</li> <li>• Ensure a supply of PPE is available based on need.</li> </ul>	<ul style="list-style-type: none"> <li>• EHCP child has had a phased transition back into full time school. This will continue in March.</li> <li>•</li> </ul>

	<ul style="list-style-type: none"> <li>• Reduced timetable or consideration of other solutions if child's behaviour puts staff at risk.</li> <li>• 1:1 teaching to be done with reduced contact.</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 teaching will be done with reduced contact, as much as possible.</li> </ul>
Staff in 'high risk' category (65+ years old) - kitchen, cleaner, MDSA.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Staff member will be serving in the kitchen and should not have close contact with children and other staff members.</li> <li>• No other staff members should enter kitchen whilst this particular employee is in there - it is too small to guarantee distance.</li> <li>• Kitchen staff member to wear visor and mask while in the school building.</li> <li>• Kitchen staff member to be mindful of distance between her and other staff members and children when packing up equipment.</li> <li>• MDSA to wear mask and visor at all times. MDSA not to use staff room or indoor communal areas where avoidable.</li> </ul>
<b>7. Risk assessments and Policies</b>		
Standard risk assessments do not take account of additional covid-19 risks	<ul style="list-style-type: none"> <li>• Ensure all work environments and teaching/learning activities have been subjected to risk assessments in line with conventional H&amp;S requirements.</li> <li>• Review and where necessary update all risk assessments with additional control measures to counter any significant infection transmission risk</li> <li>• Pay particular attention to curriculum areas and activities being resumed for the first time since school restrictions were introduced</li> </ul>	<ul style="list-style-type: none"> <li>• Risk assessment to be updated accordingly over the coming months.</li> <li>•</li> <li>• No off site visits for the time being.</li> <li>•</li> <li>• No sports clubs for time being.</li> <li>•</li> <li>• Breakfast and After School Club - same rules and procedures as in the class room.</li> <li>•</li> <li>• No lettings for time being.</li> <li>•</li> <li>• No 'events' for the time being.</li> <li>•</li> </ul>

	<ul style="list-style-type: none"> <li>• LoTC activities are restricted to non-residential activities and are subject to the usual process of risk assessment and authorisation.</li> <li>• One -off activities such as PTA and other fundraising events, firework displays etc will be subject to separate risk assessment.</li> <li>• Lettings of facilities will be subject to separate risk assessment.</li> <li>• School clubs, Breakfast clubs and after-school provision are subject to a separate risk assessment.</li> <li>• Behaviour policy amended to reflect covid-19 protocols.</li> </ul>	<ul style="list-style-type: none"> <li>• TD Days, Curricular and welcome evenings will go ahead based on risk assessments at that point in time. If it is felt that the risk is too high, they will be done on line.</li> <li>• Behaviour policy updated to reflect rules around COVID-19.</li> </ul>
<b>8. Monitoring</b>		
<p>Control measures set out in this risk assessment do not prove effective</p> <p>Levels of compliance are inadequate</p>	<ul style="list-style-type: none"> <li>• Named school staff will monitor the application and effectiveness of the control measures set out within this risk assessment, and the level of compliance by staff, visitors and pupils</li> <li>• Non-compliance will be addressed immediately</li> <li>• Regular communication with staff on the outcomes of the monitoring</li> <li>• LA H&amp;S Advisers are able to visit the school site to assess compliance</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher will monitor daily. Will provide immediate feedback to staff and intervene if there are inadequate measures in place.</li> <li>• Headteacher will inform parents of any children not following guidance.</li> <li>• Governors will be updated on effectiveness of measures termly.</li> <li>• Staff tested weekly with lateral flow tests and to be reported to headteacher.</li> </ul>
<b>9. Other risks – specific to your school</b>		



<p>Please add details of any other relevant covid-19 risks presented by circumstances that are relevant to your school site and activities but are not covered by Items 1-8.</p> <p>Also add activities such as swimming and indoor gyms as and when restrictions are lifted.</p>		
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I confirm that the above is a suitable and sufficient risk assessment based on current information. The risk assessment will be reviewed on a regular basis and whenever anything significant changes. All relevant parties will be informed of the outcomes of this risk assessment.

<b>Name of Headteacher</b>	<b>David Cook</b>	
<b>Signature of Headteacher</b>	David Cook	<b>Date:</b> 23.02.21
<b>Name of Chair of Governors / Trustees</b>	Susan McCraith	
<b>Signature of Chair of Governors / Trustees</b>	S.McCraith	<b>Date:</b> 23.02.21
<b>Date of review</b>	23.02.21	