



1. Introduction

1.1. Government guidance for schools' states:
"The Government will continue to prioritise the wellbeing and long-term futures of our young people and will not be closing schools, colleges or universities. It remains very important for children and young people to attend, to support their wellbeing and education and help working parents and guardians. Senior clinicians still advise that school is the best place for children to be, and so they should continue to go to school. Schools have implemented a range of protective measures to make them safe."

1.2. Government guidance also states that states that:
"the Office of National Statistics' analysis on [coronavirus \(COVID-19\) related deaths linked to occupations](#) suggests that staff in educational settings tend not to be at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults."

2. New National Restrictions

2.1. From the 5 November, new national restrictions come into force. This does not directly affect the school operations, however will impact on families and staff.

2.2. All staff and families will need to follow the restrictions carefully. This includes:

- This means you must not leave or be outside of your home except for specific purposes.
- When around other people ensure that you are two metres apart from anyone not in your household
- Remember - 'Hands. Face. Space'
- You must not meet socially indoors with family or friends unless they are part of your household
- You can exercise or visit outdoor public places with the people you live with, your support bubble, or 1 person from another household.
- You should avoid travelling in or out of your local area, and you should look to reduce the number of journeys you make.

3. Good Hygiene and Cross Contamination- Glitter Analogy

3.1. Although the glitter has reduced, it's still out there. Glitter gets everywhere and sticks to everything. If we imagine COVID infection to be like glitter this will help us with infection control and cleaning regimes. Everything that has been touched, breathed on and brushed past could be infected.

3.2. The one good thing about COVID is that the 'scientists' say that the virus is less common and that the infection disappears after 72 hrs and can be eliminated by cleaning with disinfectant.

4. Risk Assessments (RA)

4.1. Red texts are control measures from Government Guidance – Coronavirus (COVID-19); implementing protective measures in education and childcare settings updated on 22 October 2020.

4.2. These RAs apply to all children in the school. Anything new from the previous Risk Assessments have been highlighted in **red** and any adaptations are highlighted in **orange**.

4.3. RAs included in this pack:

1. Lack of social distancing in the classroom
2. Lack of social distancing using toilets and poor hygiene
3. Lack of social distancing waiting to enter classroom in morning
4. Lack of social distancing during playtimes and lunchtimes
5. Lack of social distancing when eating lunch

6. Lack of social distancing in the corridors and in 'adult spaces'
7. Contact of shared resources
8. Emotional distress of the children
9. Emotional distress of the staff – including anxiety
10. Risk of spreading virus due to close contact with children – 1:1 First Aid, medical needs, medication administration and restraint
11. Risk of spreading virus due to poor hygiene
12. Risk of infection due to lack of cleaning
13. Risk of illness of vulnerable staff and family members
14. Outdoor classroom activities
15. Emotional distress of the parents
16. Fire and Emergency evacuation
17. Risk of increase in CP disclosures following lockdown
18. Staff working over the school in different roles/ non class based.
19. Loss of Teaching capacity/ cover in school

5. System of controls

- 5.1. The DfE give 'Systems of Control' which is a set of actions that all staff and children must follow. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below. More information is in the Staff September Information Booklet.
- 5.2. These systems overarch all Risk Assessments and must be followed by every single member of staff. It is all our responsibility to follow all these points.

Prevention:

- 5.3. These actions must be followed to **prevent** an infection. Numbers 1 to 4 must be in place in all schools, all the time.
 - 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

At Oaklands this means in particular:

 - a. Parents and children reminded of this regularly.
 - b. Classes to discuss what to do and how to spot
 - c. Attendance team working with parents.
 - 2) clean hands thoroughly more often than usual

At Oaklands this means in particular:

 - a. Hand washing regularly on entering/exiting the classroom and before eating.
 - b. Hand sanitiser around the school
 - 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

At Oaklands this means in particular:

 - a. Teach the children how to ensure good hygiene with elbow/ tissue catching.
 - 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach

At Oaklands this means in particular:

 - a. Tables cleaned twice a day
 - b. Bins emptied regularly.
 - c. Children seated in the same seats.
- 5.4. Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances. At Oaklands, we expect this to be in place.
 - 5) minimise contact between individuals and maintain social distancing wherever possible

At Oaklands this means in particular:

 - a. All children to remain in their bubbles.

- b. *No external staff allowed in other bubbles.*
- c. *1 metre plus distancing where ever possible in bubble*
- d. *2 metres for others OUTSIDE of their bubble.*
- e. *Separate Staff Rooms for different Key Stages.*

5.5. Number 6 applies in specific circumstances. At Oaklands, this is for first aid, intimate care or where social distancing cannot be met.

- 6) where necessary, wear appropriate personal protective equipment (PPE)

At Oaklands this means in particular:

- a. *PPE located in the First Aid bags.*

Response to any infection:

5.6. These actions must be taken in **the response** to an infection. Numbers 7 to 9 must be followed in every case where they are relevant.

- 7) engage with the NHS Test and Trace process
- 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 9) contain any outbreak by following local health protection team advice

6. Clinically Vulnerable People and Extremely Clinically vulnerable People

6.1. If you are over 60 or **clinically vulnerable**, you could be at higher risk of severe illness from coronavirus. You:

- should be especially careful to follow the rules and minimise your contacts with other
- should continue to wash your hands carefully and more frequently than usual and maintain thorough cleaning of frequently touched areas in your home and/or workspace

Identify hazard <i>Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards</i>	1. Lack of social distancing in the classroom resulting in direct transmission of the virus			
Existing level of risk <i>Consider current level of risk</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE
Frequency of Risk <i>Consider how often it could occur</i>	DAILY	SEVERAL TIMES A WEEK	ONCE A WEEK	INFREQUENTLY
Target Audience <i>Who in particular needs to be aware</i>	Class Staff, Site team, SLT			
Control measures <i>List your control measures required to reduce risk – add appropriate detail about the type and location of controls</i>				
Bubble space <ol style="list-style-type: none"> 1. Ensure that only the class comes into their classroom 2. Remove excess furniture to increase space if space to do so 3. Children to use same desk 4. Children keep to their desks when in the room. Bags, coats and lunchboxes kept under or on children's chair. Children to have individual packs of stationery etc 5. Classes need to be naturally ventilated to allow increased ventilation. Internal doors must be open and windows to be kept ajar to allow air flow. Resources <ol style="list-style-type: none"> 6. Resources can be shared in bubbles but be cleaned regularly. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles Distancing <ol style="list-style-type: none"> 7. Social distancing rules created for and with the children – <i>(Include instructions how to line up, use of toilet, moving around the classroom etc)</i> 8. Rules re-visited and modelled many times a day and linked to school behaviour system – lots of praise for adherence and sanctions for non-compliance 9. Children isolated if cannot adhere to rules and spoken to re the need for social distancing 10. Lessons planned for work to socially distant <i>(not working close to one another)</i> 11. Mark out an area for the teacher – 2m distancing at front of room 12. Teacher and TAs are assigned to these children and stay with these children throughout the day (and on sub-sequent days) - bubble groups 13. Children stay in the classroom / outside areas for majority of the day and not mix with other groups 14. Adults to stay in their 'bubble' group and not mix with colleagues 15. Adults to stay at 'adult height' and not stoop down to the children Lunches <ol style="list-style-type: none"> 16. Lunches brought to and eaten in classrooms 17. Children to bring-in their own water bottles / drinks 18. 				
Remaining level of risk <i>Consider level of risk following use of control measures</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard <i>Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards</i>	2. Lack of social distancing using toilets and poor hygiene resulting in direct and indirect transmission of the virus			
Existing level of risk <i>Consider current level of risk</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE
Frequency of Risk <i>Consider how often it could occur</i>	DAILY	SEVERAL TIMES A WEEK	ONCE A WEEK	INFREQUENTLY
Target Audience <i>Who in particular needs to be aware</i>	Class staff, Cleaning Team, all staff			
Control measures <i>List your control measures required to reduce risk – add appropriate detail about the type and location of controls</i>				
<ol style="list-style-type: none"> 1. Toilet passes not used (<i>cross contamination</i>) and only one boy and one girl allowed to go to toilet at a time – middle sinks closed for handwashing 2. Designated toilets for each class (signage required): 3. Extra Signs in toilet re washing hands 4. Extra soap ordered to ensure we do not run out 5. Extra cleaning regime and designated cloths and washable bags for used cloths 6. Cleaning kit in outside toilet 				
Remaining level of risk <i>Consider level of risk following use of control measures</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard <i>Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards</i>	3. Lack of social distancing waiting to enter classroom in morning resulting in direct transmission of the virus			
Existing level of risk <i>Consider current level of risk</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE
Frequency of Risk <i>Consider how often it could occur</i>	DAILY	SEVERAL TIMES A WEEK	ONCE A WEEK	INFREQUENTLY
Target Audience <i>Who in particular needs to be aware</i>	SLT, Class Staff, Site Team, Admin Team			
Control measures <i>List your control measures required to reduce risk – add appropriate detail about the type and location of controls</i>				
<ol style="list-style-type: none"> 1. Staggered times and both entrances to be used- Junior gate and Infant slope. 2. 2m distanced markers on the path for the children and parent to wait to be collected (only 1 parent to drop off child to reduce the number of adults on site) see map 3. One-way system around whole school, using main gates only 4. Arrows painted to mark route around school - see map 5. Map of school shared with parents in parent booklet 6. Instructions shared re social distancing between families in the advance (<i>email, parent booklet and notice boards</i>) 7. Signage for parents and children displayed outside the classrooms and on notice board to stipulate no waiting or congregating anywhere other than designated areas (<i>2m distances markers</i>) 8. SLT to be on duty to supervise at transition times. 9. Playground markings for parents to wait for children. 10. Staggered drop off and pick up times for different year groups to minimise number of people 11. No late marks will be issued providing that children arrive within a reasonable time close to their start time 				
Remaining level of risk <i>Consider level of risk following use of control measures</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard <i>Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards</i>	4. Lack of social distancing during playtimes and lunchtimes resulting in direct transmission of the virus																		
Existing level of risk <i>Consider current level of risk</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE															
Frequency of Risk <i>Consider how often it could occur</i>	DAILY	SEVERAL TIMES A WEEK	ONCE A WEEK	INFREQUENTLY															
Target Audience <i>Who in particular needs to be aware</i>	Class staff, SLT, site Teams																		
Control measures <i>List your control measures required to reduce risk – add appropriate detail about the type and location of controls</i>																			
<ol style="list-style-type: none"> 1. Staggered playtimes and allocated play areas. Class teachers to ensure f the time and locations for the break are adhered to so no cross over. 2. No use of the large playground equipment, Tyres, Trim Trail etc. 3. Own playground resources for each Bubble <table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Nursery</th> <th style="text-align: left;">Year R</th> <th style="text-align: left;">Year 1/ 2</th> <th style="text-align: left;">Year 3/</th> <th style="text-align: left;">Year 4/</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">Outdoor space</td> <td style="vertical-align: top;">Outdoor space</td> <td style="vertical-align: top;">a. playground b. Football area</td> <td style="vertical-align: top;">Field</td> <td style="vertical-align: top;">a. Lower play (i) b. Lower play (ii) c. Upper play (i) d. Upper play (ii)</td> </tr> <tr> <td></td> <td style="vertical-align: top;">Field</td> <td style="vertical-align: top;">Field</td> <td style="vertical-align: top;">Alternative times for Year 1 and 2 so they never meet. No use of the Adventure trial.</td> <td style="vertical-align: top;">Field Alternative times for the years so they never meet. No use of the Adventure trial.</td> </tr> </tbody> </table> 4. Games discussed which encourage social distancing (singing games, races etc – see playground games booklet) 5. Year group to share duties 6. Staff supervision throughout – actively encouraging and insisting on social distancing 7. Children practice talking 1 meter plus apart – modelled by staff at all times 8. Lining up with distance between each child. 					Nursery	Year R	Year 1/ 2	Year 3/	Year 4/	Outdoor space	Outdoor space	a. playground b. Football area	Field	a. Lower play (i) b. Lower play (ii) c. Upper play (i) d. Upper play (ii)		Field	Field	Alternative times for Year 1 and 2 so they never meet. No use of the Adventure trial.	Field Alternative times for the years so they never meet. No use of the Adventure trial.
Nursery	Year R	Year 1/ 2	Year 3/	Year 4/															
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Remaining level of risk <i>Consider level of risk following use of control measures</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE															

Identify hazard <i>Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards</i>	5. Lack of social distancing when eating lunch resulting in direct transmission of the virus			
Existing level of risk <i>Consider current level of risk</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE
Frequency of Risk <i>Consider how often it could occur</i>	DAILY	SEVERAL TIMES A WEEK	ONCE A WEEK	INFREQUENTLY
Target Audience <i>Who in particular needs to be aware</i>	Class staff, MDMS, Caterlink, site Teams			
Control measures <i>List your control measures required to reduce risk – add appropriate detail about the type and location of controls</i>				
<ol style="list-style-type: none"> 1. Children eat in their classrooms 2. Wash hands prior to eating 3. Cleaning before and after lunch of the tables by the MDS and the children. 4. Staggered lunchtimes across all classes 5. Children's packed lunches kept under children's tables with other belongings 6. Disposable packaging placed back into their packed lunchbox. 7. Catering staff to collect lunch waste and dispose of promptly 8. Meals brought to their classroom by catering staff. 				
Remaining level of risk <i>Consider level of risk following use of control measures</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard <i>Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards</i>	6. Lack of social distancing in the corridors and in ‘adult spaces’ resulting in direct transmission of the virus			
Existing level of risk <i>Consider current level of risk</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE
Frequency of Risk <i>Consider how often it could occur</i>	DAILY	SEVERAL TIMES A WEEK	ONCE A WEEK	INFREQUENTLY
Target Audience <i>Who in particular needs to be aware</i>	All staff			
Control measures <i>List your control measures required to reduce risk – add appropriate detail about the type and location of controls</i>				
<p>Around the school</p> <ol style="list-style-type: none"> 1. Doors wedged open while school is in operation (<i>fire doors to be closed at end of day</i>) It is not impolite to not hold doors open for people! 2. Children staying in their classroom and accessing outside from classroom door wherever possible 3. One child going to toilet at one time 4. One way system around the outside of the school (arrows) 5. Signage to remind adults about staying alert 6. Minimal movement around the school but where unavoidable ensure 1 metre plus between children – one adult at back insisting the distance is maintained 7. ‘Pathways’ to access areas (e.g. sinks, toilets) marked clearly to designated toilet areas (<i>see above item 2</i>) <p>Staff</p> <ol style="list-style-type: none"> 8. Messages to office via emails/ walkie-talkies / phones 9. Staff use allocated rest areas to maximise the distance between each other – <ul style="list-style-type: none"> - EYFS & Key Stage 1- Staff Room - Lower Key Stage 2 -Community Room - Upper Key Stage 2 - Nest 10. Staff Bubbles to sit in Year groups but socially distant from one another. 11. Adults to avoid unnecessary journeys around school 12. Bubble staff to use staff only toilets and observe strict hygiene rules <p>Toilets</p> <ol style="list-style-type: none"> 13. Agree instructions with children concerning going and returning to toilet <p>Visitors</p> <ol style="list-style-type: none"> 14. Visitors including parents not allowed in school unless they have an agreed appointment. 15. Parents – encouraged not to use toilet facilities but if they have to use outside toilet and signs to ask that they clean them afterwards. 				
Remaining level of risk <i>Consider level of risk following use of control measures</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard <i>Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards</i>	7. Contact of shared resources resulting in indirect transmission of the virus			
Existing level of risk <i>Consider current level of risk</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE
Frequency of Risk <i>Consider how often it could occur</i>	DAILY	SEVERAL TIMES A WEEK	ONCE A WEEK	INFREQUENTLY
Target Audience <i>Who in particular needs to be aware</i>	Class staff, SLT, Site Team.			
Control measures <i>List your control measures required to reduce risk – add appropriate detail about the type and location of controls</i>				
<ol style="list-style-type: none"> 1. Avoid use of shared resources as much as possible. 2. Clean 'soft' resources regularly using standard cleaning procedures (e.g. cloth or fabric based) 3. Children asked to bring in have packs of stationery labelled with their name on 4. Tubs of resources for individuals if needed – maths cubes etc 5. Resources disinfected each night and left to dry 6. Tables, door handles and other surfaces cleaned with disinfectant regularly through day and every night 7. Lessons planned so resources are individual and not shared 8. Resources on tables ready for lesson and not distributed within the lesson 9. Plastic wallets used for individual resources 10. Children encouraged to wash hands / use hand gel before lessons and after each lesson 11. Computer keyboard/ laptops disinfected after use 12. Reading books selection of reading books for each class/ Year group. Encourage the use of Bug Club or bringing in your own. 13. Children to bring in own water bottles 				
Remaining level of risk <i>Consider level of risk following use of control measures</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard <i>Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards</i>	8. Emotional distress of the children			
Existing level of risk <i>Consider current level of risk</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE
Frequency of Risk <i>Consider how often it could occur</i>	DAILY	SEVERAL TIMES A WEEK	ONCE A WEEK	INFREQUENTLY
Target Audience <i>Who in particular needs to be aware</i>	All staff			
Control measures <i>List your control measures required to reduce risk – add appropriate detail about the type and location of controls</i>				
<ol style="list-style-type: none"> 1. Children to spend time getting to know their Class teacher (s) 2. 1 metre plus social distancing pastoral provision available for children who are distressed 3. Learning to Learn week and PSHE focused Recovery Curriculum for initial settling in period to support children’s well-being – slowly increasing the cognitive load 4. RA potential children who may be distressed on arrival (<i>won’t be able to cuddle or coax them in</i>) 5. Personal toys and equipment may be brought in (<i>not shared and kept within personal space area in each bubble</i>) 				
Remaining level of risk <i>Consider level of risk following use of control measures</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard <i>Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards</i>	9. Emotional distress of the staff – including anxiety			
Existing level of risk <i>Consider current level of risk</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE
Frequency of Risk <i>Consider how often it could occur</i>	DAILY	SEVERAL TIMES A WEEK	ONCE A WEEK	INFREQUENTLY
Target Audience <i>Who in particular needs to be aware</i>	All staff			
Control measures <i>List your control measures required to reduce risk – add appropriate detail about the type and location of controls</i>				
<ol style="list-style-type: none"> 1. Inclusion / consultation in risk assessment process – staff encouraged to add to into hazard identification and control measures 2. Emotional support for any staff who requests it – SLT / line managers / Care First 3. Staff meetings – virtually – to discuss concerns and shared control measures 4. FLO telephone support and therapy available 5. At least one SLT member of staff on site every day for staff to share concerns with 6. Risk assessments reviewed after day one, week one and fortnightly after that – this is flexible 7. Separate risk assessment for the office area 8. Designated “staff areas” for different groups of staff 9. Planned time for planning and preparation within the week esp. for those with children in school 10. Staff working in pairs where possible 				
Remaining level of risk <i>Consider level of risk following use of control measures</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard <i>Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards</i>	10. Risk of spreading virus due to close contact with children – 1:1 First Aid, medical needs, medication administration and restraint resulting in direct transmission of the virus			
Existing level of risk <i>Consider current level of risk</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE
Frequency of Risk <i>Consider how often it could occur</i>	DAILY	SEVERAL TIMES A WEEK	ONCE A WEEK	INFREQUENTLY
Target Audience <i>Who in particular needs to be aware</i>	All staff			
Control measures <i>List your control measures required to reduce risk – add appropriate detail about the type and location of controls</i>				
<ol style="list-style-type: none"> 1. Seek expert guidance re support for children with behaviour difficulties – that might need restraint and display spitting, biting etc. Leading to individual risk assessments 2. RAs completed for children who have previously required handling / closer support Masks to be worn if needed- Please note the Government guidance states “Wearing face coverings or face masks is not recommended” 3. Extra disposable aprons ordered 4. Extra gloves ordered 5. Children encouraged and advised to carry out their own first aid for minor scrapes and bumps 6. First Aid to be provided by trained members of staff, preferably from within the same bubble. PPE to be worn if a child cannot administer their own first aid. First Aid equipment to be disposed as per policy 7. Medication to be administered by staff member from within the same bubble 8. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk 9. Use of small intervention for children to have time out if necessary 				
Remaining level of risk <i>Consider level of risk following use of control measures</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard <i>Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards</i>	11. Risk of spreading virus due to poor hygiene resulting in indirect transmission of the virus			
Existing level of risk <i>Consider current level of risk</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE
Frequency of Risk <i>Consider how often it could occur</i>	DAILY	SEVERAL TIMES A WEEK	ONCE A WEEK	INFREQUENTLY
Target Audience <i>Who in particular needs to be aware</i>	All staff			
Control measures <i>List your control measures required to reduce risk – add appropriate detail about the type and location of controls</i>				
<ol style="list-style-type: none"> 1. Hand gel dispenser available in all classrooms 2. Hand gel order in large quantities 3. Soap re-fills in each classroom / toilet 4. Children handwash or hand gel on entry to school, before break, after break, before lunch, after lunch, leaving school, using the toilet and any time they cough or sneeze 5. Washing hands posters replaced in all washing areas 6. Reminders how to wash hands properly – videos and posters 7. Parents encouraged to promote hand washing at home to become a good habit 				
Remaining level of risk <i>Consider level of risk following use of control measures</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard <i>Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards</i>	12. Risk of infection due to lack of cleaning resulting in indirect transmission of the virus			
Existing level of risk <i>Consider current level of risk</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE
Frequency of Risk <i>Consider how often it could occur</i>	DAILY	SEVERAL TIMES A WEEK	ONCE A WEEK	INFREQUENTLY
Target Audience <i>Who in particular needs to be aware</i>	Site staff, Class Staff, MDMS			
Control measures <i>List your control measures required to reduce risk – add appropriate detail about the type and location of controls</i>				
<ol style="list-style-type: none"> 1. All surfaces, handles, toilets and shared equipment will be cleaned each day using disinfectant 2. Cleaning schedule and cleaning packs stored in each bubble area and toilet area for Class staff 3. Some resources will be rotated and left to de-contaminate for 3 days after cleaning to reduce the risk of indirect transmission 4. Soft furnishings and soft / cloth toys will be removed from use in classrooms 5. Deep cleaning of school before reopening 6. Cleaners to return to work before the school re-opens 7. Daily cleaning regime at the start of the day and lunch time. 				
Remaining level of risk <i>Consider level of risk following use of control measures</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard <i>Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards</i>	13. Risk of illness of vulnerable staff and family members through direct and indirect transmission of the virus			
Existing level of risk <i>Consider current level of risk</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE
Frequency of Risk <i>Consider how often it could occur</i>	DAILY	SEVERAL TIMES A WEEK	ONCE A WEEK	INFREQUENTLY
Target Audience <i>Who in particular needs to be aware</i>	Site staff, Class staff, MDMS			
Control measures <i>List your control measures required to reduce risk – add appropriate detail about the type and location of controls</i>				
<ol style="list-style-type: none"> 1. Agree staff are allowed to wear PPE when in school if they wish 2. Issuing of all relevant risk assessments to staff concerning returning to work – and allow them to comment and contribute 3. Separate risk assessment for staff who are clinically vulnerable 4. Minimise face to face contact for meeting etc. and use Zoom/ Telephone meetings only. 				
Remaining level of risk <i>Consider level of risk following use of control measures</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard <i>Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards</i>	14. Outdoor classroom activities resulting in direct and indirect transmission of the virus			
Existing level of risk <i>Consider current level of risk</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE
Frequency of Risk <i>Consider how often it could occur</i>	DAILY	SEVERAL TIMES A WEEK	ONCE A WEEK	INFREQUENTLY
Target Audience <i>Who in particular needs to be aware</i>	Class staff, MDMS			
Control measures <i>List your control measures required to reduce risk – add appropriate detail about the type and location of controls</i>				
<ol style="list-style-type: none"> 1. Children and staff use the safest methods of transferring equipment and children to outdoor areas e.g. each child carry their own chair and stationery 1 at a time to create a 1 metre plus spaced classroom 2. Staff to ensure the same social distancing procedures are followed from break-time e.g. lining up, allowing adequate spacing 3. Avoid use of shared resources 4. Adults to carry hand sanitiser gel when moving to outside learning 5. Communication between 'bubbles' ensures that outside areas do not become crowded 				
Remaining level of risk <i>Consider level of risk following use of control measures</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard <i>Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards</i>	15. Emotional distress of the parents			
Existing level of risk <i>Consider current level of risk</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE
Frequency of Risk <i>Consider how often it could occur</i>	DAILY	SEVERAL TIMES A WEEK	ONCE A WEEK	INFREQUENTLY
Target Audience <i>Who in particular needs to be aware</i>	SLT, Class staff, Admin staff, FLO			
Control measures <i>List your control measures required to reduce risk – add appropriate detail about the type and location of controls</i>				
<ol style="list-style-type: none"> 1. Parents fully briefed on the changes to school routines, procedures and risk assessments 2. Parents informed in advance who their child's 'new' teacher(s) will be 3. 'Honesty approach' to parents about how their child will be taught 4. Parents to be given updates as necessary in line with government guidance 5. 2 metre social distancing meetings or telephone communication available for any questions, queries or concerns (CT/FLO/SLT) 6. SLT always on the gates at drop off. 7. At least one SLT member of staff on site every day for staff to share concerns with 8. No pressure to bring children or fines for parents not sending their children to school 				
Remaining level of risk <i>Consider level of risk following use of control measures</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard <i>Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards</i>	16. Fire and emergency evacuation			
Existing level of risk <i>Consider current level of risk</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE
Frequency of Risk <i>Consider how often it could occur</i>	DAILY	SEVERAL TIMES A WEEK	ONCE A WEEK	INFREQUENTLY
Target Audience <i>Who in particular needs to be aware</i>	All staff			
Control measures <i>List your control measures required to reduce risk – add appropriate detail about the type and location of controls</i>				
<ol style="list-style-type: none"> 1. Children and adults remain in class at all times 2. Muster points are the same as lining up points 3. Other staff to muster at safe distance 4. 2m distancing is observed during evacuation and at muster points 5. All other fire and evacuation procedures remain the same 				
Remaining level of risk <i>Consider level of risk following use of control measures</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard <i>Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards</i>	17. Risk of increase in CP disclosures following lockdown			
Existing level of risk <i>Consider current level of risk</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE
Frequency of Risk <i>Consider how often it could occur</i>	DAILY	SEVERAL TIMES A WEEK	ONCE A WEEK	INFREQUENTLY
Target Audience <i>Who in particular needs to be aware</i>	SLT, FLO, Class staff			
Control measures <i>List your control measures required to reduce risk – add appropriate detail about the type and location of controls</i>				
<ol style="list-style-type: none"> 1. Children may disclose incidents that have occurred, may not be with familiar adults and may be confused about timeframes and events so careful listening is required 2. Follow usual disclosure guidelines and seek DSL support 3. FLO available to work on referrals and making contact with families / other agencies 4. DSLs on site at all times 				
Remaining level of risk <i>Consider level of risk following use of control measures</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard <i>Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards</i>	18. Staff working over the school in different roles see more staff and children and therefore more at risk of transmission			
Existing level of risk <i>Consider current level of risk</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE
Frequency of Risk <i>Consider how often it could occur</i>	DAILY	SEVERAL TIMES A WEEK	ONCE A WEEK	INFREQUENTLY
Target Audience <i>Who in particular needs to be aware</i>	Site Team, SLT, Social Care Placement, Cleaners, MDMS,			
Control measures <i>List your control measures required to reduce risk – add appropriate detail about the type and location of controls</i>				
<ol style="list-style-type: none"> 1. Strict adherence to the 2m social distancing wherever possible. 2. Hands washed or use of antibacterial hand wash between roles 3. Limit the amount of time in areas which are not your common work place. 4. Meetings etc are conducted in a suitable location where social distancing is enabled. Use of video conferencing is available. 5. Maintain a separation of materials/ resources in each role/ area to avoid contamination such as paper resources for different groups of children, changing cleaning material when moving between areas. 				
Remaining level of risk <i>Consider level of risk following use of control measures</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard <i>Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards</i>	19. Loss of Teaching capacity/ cover due to absence				
Existing level of risk <i>Consider current level of risk</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE	
Frequency of Risk <i>Consider how often it could occur</i>	DAILY	SEVERAL TIMES A WEEK	ONCE A WEEK	INFREQUENTLY	
Target Audience <i>Who in particular needs to be aware</i>	All staff				
Control measures <i>List your control measures required to reduce risk – add appropriate detail about the type and location of controls</i>					
1. Following cover arrangements for the following years groups and roles:					
	Teacher absent Teacher/ any EYFS TA to cover from other class.	TA absent No cover in class required PPA to be moved to before lunch and next door TA.	MDMS absent TA to take earlier lunch and cover the lunch break TA to take earlier lunch and cover the lunch break SLT if required but keeping 2m distance	Site absent Cleaning takes priority Cover within the existing team. Sit team to support cleaning and complete in school time is needed. Sunset staff to lock up if required.	SLT absent Normal deputising would occur for SLT absence. Gate covers and lunch would be covered by FLT if needed.
EYFS Phase Bubble	Class TA to cover Or move to the hall and teach with all children and staff.	No cover in class required. PPA to be moved to before lunch and next door TA to cover from the 2m area with MDMS	TA to take earlier lunch and cover the lunch break SLT if required but keeping 2m distance		
KS1 Year group bubble	Class TA to cover Or move to the hall and teach with all children and staff but maintaining a clear divide in groups	No cover in class required. PPA to be moved to before lunch and next door TA to cover from the 2m area with MDMS	TA to take earlier lunch and cover the lunch break SLT if required but keeping 2m distance		
KS2 Class bubbles					
2. Strict adherence to the 2m social distancing wherever possible when working in another bubble. Always remains in the 2m area marked out on the floor.					
3. Hands washed or use of antibacterial hand wash between roles					
Remaining level of risk <i>Consider level of risk following use of control measures</i>	HIGH	MEDIUM	LOW	NEGLIGIBLE	