

RISK ASSESSMENT

TRUSTED SCHOOLS' PARTNERSHIP

A. Outline

Form No.
July 2020

School: Stokesay Primary

Work Activity

Working in the Schools during Covid19
Pandemic

Date of Assessment:
March 2021

Name of Headteacher:
Mr P O'Malley

Signature:

Signature:

Hazard is something with the **potential** to cause **harm**. **Risk** is the **likelihood** of someone being hurt multiplied by the **severity** of the occurrence.

Level of risk = likelihood x severity

B. Risk Matrix – This section is used for guidance to complete section C.

5 x 5 RISK ASSESSMENT MATRIX

Increasing consequence or severity ↑	5	5 low	10 med	15 med	20 high	25 high
	4	4 very low	8 low	12 med	16 med	20 high
	3	3 very low	6 low	9 low	12 med	15 med
	2	2 very low	4 very low	6 low	8 low	10 med
	1	1 very low	2 very low	3 very low	4 very low	5 low
		1	2	3	4	5

Increasing likelihood or probability →

PRIORITY OF ACTION

High 17 - 25 Unacceptable – Stop work or activity until immediate improvements can be made.

Medium 10 – 16 Tolerable but need to improve within a reasonable timescale, e.g., 1-3 months depending on the situation.

Low 5 - 9 Adequate but look to improve by next review.

Very Low 1 – 4 Residual risk acceptable and no further action will be required all the time the control measures are maintained.

Score	Likelihood / Probability	Description
5	Very likely / Almost certain	Event is expected to occur in most circumstances
4	Likely	Event will probably occur in most circumstances
3	Fairly likely / Possible	Event could occur at some time
2	Unlikely	Event is not likely to occur in normal circumstances
1	Very unlikely	Event may occur only in exceptional circumstances

Score	Consequence/Severity	Description
5	Catastrophic / Severe / Fatality	Death or permanent disability to one or more persons
4	Major injury / ill health	Hospital admission required, eg, broken arm or leg
3	Moderate (over 7-day injury)	Medical treatment required, over 7-day injury
2	Minor injury / ill health	First aid is required
1	Insignificant / no injury	Injuries not requiring first aid treatment

All staff will be asked to report any problems arising from the practicality and day to day working of the principles embedded in this document. The document will be subject to ongoing review and will be likely to change in line with further Government guidance and practical experience. This document will be revised accordingly and these changes will be communicated to all staff and stakeholders.

	What are the Hazards?	Who might be harmed and how?	What are you already doing? (Existing Controls)	Low/ Med/ High Risk?	What further actions are necessary DETAIL OF APPROACH AT SCHOOL LEVEL	Residual Risk Level Low/ Med/ High	Action - INCLUDING MONITORING Who?	When?
1	Catching or spreading Coronavirus - Public Health Advice	Staff, pupils, parents, guardians, visitors to school	Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend school	Med	Letters to parents will all state this clearly. Letter reminding parents sent 2 nd March 2021 Thermometer to take temperature of staff or children if necessary.	Low	All staff	Ongoing Daily practice
			Pupils, staff and other adults do not come to school if they have Coronavirus symptoms or have tested positive in the last 7 days.	High	Details to be shared with all members of the school community. See: https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance	Low		
			If anyone in school becomes unwell (with continuous cough, high temperature, loss of taste or sense of smell) they are sent home.	Med	See: https://gov.uk/government/publications/covid-19-stay-at-home-guidance Self-isolate for at least 10 days and arrange a test. Other members of the household should self-isolate for 14 days from when the symptomatic person first had symptoms. Any school community member showing signs of illness will be immediately isolated in the easy access toilet and monitored by the head teacher from a distance, or with PPE and in the room if necessary. Once the ill person has left or been collected from school the toilet will be thoroughly cleaned by a member of staff wearing both gloves and a mask. Sufficient PPE must be in stock at all times.	Low		
			Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.	Med	1 st March 2021 rigor needed with all Frequent hand washing routines built into all classes daily routines. Adults and children are to wash their hands on the following occasions: <ul style="list-style-type: none"> • Entry to school • Before/after break times • Before lunch • When they change rooms • Before leaving school • Anytime that they visit the toilet or cough/sneeze in to 	Low		

				<p>their hands.</p> <p>Sufficient hand washing in sinks for the number of children is limited so hand sanitizers have been purchased and are in every class bubble.</p> <p>Hand sanitiser in each classroom and refills already purchased.</p> <p>Alcohol hand sanitiser in entrance lobby for staff use.</p> <p>Sufficient quantities of soap and hand sanitiser to be stocked at all times.</p> <p>Children may also use moisturiser supplied from home when required.</p> <p>Small children or those with complex needs may need to be supervised.</p> <p>Children and adults wash after sneezing or coughing.</p> <p>Children and adults encouraged not to touch mouth, eyes or nose.</p> <p>Use hand washing songs - baby shark and happy birthday to remind children about hygiene and make it fun.</p> <p>Paper towels to be used instead of hand dryers. Fuse removed to disable hand dryers.</p> <p>All these routines will be built into the school day.</p>			
		Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach	Med	<p>1st March 2021 ensure this is promoted upon return to school</p> <p>Use tissue or elbow to cough or sneeze, put tissue into lidded bin and then wash hands</p> <p>Tissues in each classroom and bins with lids to dispose of tissues.</p> <p>Sufficient quantities of tissues and bin bags to be stocked at all times.</p> <p>These will be emptied twice daily and placed in labelled external bins</p>	Low		
		Cleaning frequently touched surfaces often using standard products, such as detergents and bleach	Med	<p>All members of staff to uphold responsibility and be constantly vigilant.</p> <p>Teachers, Teaching Assistants, Lunchtime Supervisors and Cleaners to clean frequently touched surfaces with spray bleach. Each classroom has its own supply of cleaning products.</p> <p>All staff to read the risk assessment regarding use of bleach in schools.</p> <p>Staff aware of COVID – 19 cleaning for non-healthcare settings guidance.</p> <p>Cleaning of surfaces that staff and children have touched – toys, books, desks, chairs, doors, handles, toilets, sinks, switches – more regularly than normal.</p> <p>Sufficient quantities of cleaning products to be stocked at all times.</p> <p>If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines (https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings). This includes ensuring that all tissues, PPE, and cleaning materials are put in a</p>	Low		

				<p>separate disposal bag that is stored securely for 72 hours before being disposed of.</p> <p>Outside the handrails in the KS1 playground need to be cleaned as they are frequently touched.</p>		
		Setting clear use and cleaning guidance for toilets to ensure they are kept clean.	Med	<p>Classes to have different breaktimes. Children encouraged to use toilets during these times, thus reducing mixing of different classes in the toilets.</p> <p>One toilet allocated to each class.</p> <p>Nursery and reception using shared toilet area but own labelled toilets and sinks.</p> <p>KS1 using toilets in KS1.</p> <p>LKS2 and UKS2 using KS2 toilets.</p> <p>Spaces marked on the floor outside toilets to allow children to ensure social distance is kept.</p> <p>Toilets cleaned after each use by TA/teacher.</p> <p>cleaning rota to be signed to ensure regular cleaning takes place.</p> <p>In staff toilets, staff to wipe down seats and every other touched surface e.g. taps, door handles etc. after use. Wipes to be provided.</p>	Low	
		Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units.	Med	<p>Good ventilation is a very significant mitigation against spreading infection. Staff should be mindful of this in all roles. Schools should aim for a small background ventilation AT ALL TIMES.</p> <p>Also PERIODIC PURGE ventilation at opportunities such as breaks during a day. If heating type allows, the setting should use an external air source. Additionally remember you can:</p> <p>Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</p> <p>Be mindful of children who are a flight risk.</p> <p>Beware of intruders.</p>	Low	
		Engaging with NHS Test and Trace process		<p>Staff members and parents/ carers must be ready and willing:</p> <ul style="list-style-type: none"> to book a test if they display symptoms, provide details of anyone they have been in close contact with if they test positive or are asked to by NHS Test and Trace, self-isolate if they have been in close contact with someone who develops coronavirus symptoms or tests positive <p>Letters to parents will clearly state this. Staff will have read the risk assessment.</p> <p>In addition, parents and staff must inform the school as to outcome of the test.</p> <p>Create a form with name and result of test to track.</p>		
		Managing confirmed cases of coronavirus amongst the school community	High	<p>Schools must contact the local health protection team if anyone who has attended school tests positive.</p> <p>HPT will provide definitive advice about who must be sent home.</p> <p>School to keep a record of pupils and staff in each group and any close contact that takes place between children and staff in different groups.</p> <p>HPT will provide a template letter to send out</p> <p>Further guidance on testing and tracing coronavirus</p>	Med	

					https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing			
			Containing an outbreak by following local health protection team advice	High	If there are 2 or more confirmed cases over 14 days or a rise in sickness absence where COVID19 is suspected then school will have to work with local Health Protection team. https://www.shropshire.gov.uk/local_outbreak_plan	Med		
	What are the Hazards?	Who might be harmed and how?	What are you already doing? (Existing Controls)	Low/ Med/ High Risk?	What further actions are necessary DETAIL OF APPROACH AT SCHOOL LEVEL	Residual Risk Level Low/ Med/ High	Action - INCLUDING MONITORING Who?	When?
	Measures within the classroom	Staff / pupils	Staff deployment March 2021 Children will still need to have fixed spaces and we will have a table plan from each class		Deployment is organised to reduce risk by: <ul style="list-style-type: none"> We balance our staffing so that staff work from home when not needed to work in school. We need our school to be open and most staff roles need to be 'on site' at least some of the time because we are still open to pupils. Each Headteacher manages the deployment of staff to ensure the smooth running of the open school, but to ensure that staff are not present in school more than necessary. Many staff will be redeployed or have amended duties to balance risk and workload across the organisation. There is an aim to have fairness of workload rather than fairness of time in school. Clinically Extremely Vulnerable must not work in school. They are shielding and therefore are to be assigned work from home. Pregnant women are categorised as Clinically Vulnerable and can be in work away from their home until the third trimester, with a risk assessment. Additionally in our Trust we will support all staff pregnant staff in the second trimester to carry out a role that is not in a classroom / physically with pupils. This is in addition to the established protocols for support, rights and responsibilities for pregnant staff. We risk assess staff roles that are in 			

					<p>school and are face to face with children. Headteachers will update their risk assessments for individual staff who have clinical or other risks by 23rd January 2021 about specific arrangements for those staff.</p> <ul style="list-style-type: none"> • Clinically Vulnerable Staff and those who have a shielding householder member, or a member of their household who is pregnant, will work in school but we will endeavour to redeploy and organise staffing so that they are not : <ul style="list-style-type: none"> ▪ working in EYFS ▪ working exclusively with other CV staff ▪ the only first aider on site <p>a TA to a pupil who requires close / intimate care Staff will be based within one class but may move to different classes when required -</p> <ul style="list-style-type: none"> • For children who require support e.g. in catch-up interventions, to access adult help • Our curriculum to continue e.g. where extra support is needed for an activity like Forest School, supervision of d and t/science etc <p>PPA/ staff meeting times will go ahead and if meeting this will be remotely or in a large room that is well ventilated and easy to maintain at least a 2 m social distance. Should a member of staff be absent, staff can cover across phase to prevent supply teachers from being required (needed to guarantee bubble integrity) Staggered break/ lunch times can be managed more effectively.</p>			
2	Measures within the classroom	Staff pupils	<p>Working with pupils in from 8th March 2021</p> <p>Minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)</p>	Med	<p>In our work with pupils in school we follow the following principles:</p> <ol style="list-style-type: none"> 1. We keep to a 2 metre social distancing wherever possible and reduce risk through classroom layout (not statutory, but desired and aimed for). <ul style="list-style-type: none"> - We keep classes together – up to 30 pupils per class, but each class is not to mix with others. - Children to sit in rows , side by side, front facing - Staff should be able to work to the 2 metres principle for most all of the time, but if they need to be close to a child try to keep to a minimum of 1 meter for no longer than 15 minutes. 	Low	All staff	<p>Ongoing</p> <p>Daily practice</p>

				<p>2. We work to mitigate classrooms risk (note: not all of these are currently the standard in the regs - these standards are higher and we aim for them).</p> <ul style="list-style-type: none"> - We make sure desks are arranged so that pupils do not face each other. Have them facing in one direction, or some facing outwards. - Avoid activities, such as contact based PE because social distancing is more difficult - We do not allow pupils to share resources or books even within pods (not statutory). - We clean any shared resources / areas between each user wherever possible. - We keep a seating plan for each day so we can track and trace and have pupils use the same consistent desk where we can. Desks are cleaned between users. <p>4. Staff working with children continue to monitor and support all previous rules and exceptions around shared spaces, hygiene, bins, ventilation, and hand washing.</p> <p>5. Staff working with children continue to monitor and support the cleaning of any frequently touched areas being regularly cleaned.</p> <p>6. Staff working with children continue to monitor and support the current regulations on managing any pupil who is ill and quarantining.</p> <p>7. Staff working with children continue to monitor and support the seating plans on buses and bus safety rules are still followed.</p> <ul style="list-style-type: none"> • are not moving around either. • Staff may choose to always wear a mask if they prefer - being mindful of any members of our school communities who rely on lip reading. • Use PPE carefully for any necessary intimate / close work. 			
				<p>Follow our previous guidance on working with pupils with SEND, such as using the 2 metres rule through desk layout, or using a video camera to share work, or using a screen between you.</p> <p>Follow our previous guidance on working with pupils with SEND which promote the following approaches:</p> <p>PLAN DISTANCED ROUTINES: staff should help to plan routines that routinely avoid close contact. We must all work</p>			

				<p>routinely so that all staff avoid close contact. The team-work between TAs and Teachers is essential in all schools.</p> <p>Use of designated work-stations by TAs. Pupils can routinely work with the TA outside of the main classroom on some tables laid out for this purpose.</p> <p>SEND pupils can be located on the edge of rows so that TAs can dip into help them while wearing a mask and then dip out again.</p> <p>EMPOWERING TAs: Each individual member of staff is empowered to make sure their work is distanced. TAs must not be seen as passive in the classroom and they can tell teachers how things need to be adapted to secure their work at a distance from pupils.</p> <p>CHANGE WORKING SPACE: A larger rooms and more than one room can be used.</p> <p>USE OF A MASK: All staff should keep close contact with students brief and wear a mask at these incidental times when closer contact for a short period is unavoidable or necessary. A mask should not replace social distancing as a safety measure; wearing a mask does not mean that a member of staff can work closely with pupils as a routine.</p> <p>SCREENS: To support TAs, schools can use Perspex screens. PHE state that "Where an interaction between 2 people has taken place through a Perspex (or equivalent) screen, this would not be considered sufficient contact, provided that there has been no other contact such as any of those indicated in the 'standard contact' definition.</p> <p>SEATING PLAN: Revised seating plan can be used to support TA location on the edge of where pupils' sit.</p> <p>USE A DIFFERENT SPACE: TAs work can be planned in a break-out area, where the TA can either use a screen or is set up at a distance.</p> <p>USE TECHNOLOGY: support your work by using a camera and screen or a visualiser. Use the class screen as a projector, rather than sitting close to a pupil.</p> <p>Approaches in EYFS: We know that working in EYFS and avoiding close contact with pupils and between pupils is hard. We know that it means that in many cases the normal ways of working may have to change and that EYFS staff will have to plan and think differently so that they maintain social distancing 'where possible'. In the past we may not have considered how to set out our space and design activities to promote distancing. We</p>			
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				<p>recognise that some pupils with specific needs will not easily be accommodated and that such children will be found in higher numbers in EYFS. It is therefore vital that EYFS leaders think through and plan to increase distancing where it is possible. We have seen a number of approaches used in our schools and we recommend the following:</p> <p>Plan classroom layout carefully for everyday use:</p> <p>Make use of the full space available.</p> <p>Furniture: arrange any furniture to increase chances of pupils working side by side and distanced.</p> <p>Zone the carpet space: Make sure that the staff seat next to the place children sit on the carpet for activities is at a 2-meter distance and mark this out to help pupils.</p> <p>Masks: Use a mask when moving around and amongst children. Plan how to approach / place yourself talking to pupils and class without mask.</p> <p>Use room edges and walls: when laying out and establishing activities for children consider the position of the tables and the activity. Aim for children to work around one side of an activity rather than in a circle around it. For example a table with bricks may be against a wall rather than on a circular table in the middle of the room. Staff can then tend to support work from behind or to the side of children, rather than opposite them.</p> <p>Plan staff space: give each member of staff their own individual space in the room. This is where they can feel confident that their area has only been used by themselves, where they can clean for themselves if they wish and where they can eat / drink during a break if that is appropriate. Children need to be taught this space is for the teacher / staff member.</p> <p>Think differently: staff may find it easier to follow the guidelines if they remember that by distancing from children routinely that they are decreasing the risk of them unknowingly infecting children as well as children infecting them.</p> <p>Know it can't be perfect: we know that children in EYFS will bypass all the best plans and will be unique and unexpected in behaviours that we cannot plan for. This is naturally going to occur. We are asked to make this work where 'possible' and there will be moments where it is not possible. It is for this reason that our schools endeavour to move staff at higher risk from EYFS.</p>			
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			Avoiding close contact between individuals	Med	<p>Close contact should be avoided, including:</p> <ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin); • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual; • travelling in a small vehicle, like a car, with an infected person. <p>Staff to be instructed to report face to face contact to the Headteacher and a record to be kept of pupils and staff in each group and close contact that takes place.</p>	Low	
			Close contact of adults	Med	<p>We operate with the following guidelines for meeting with / working with other adults. We:</p> <p>only meet with others where it is unavoidable and where we do we still MUST avoid close contact.</p> <p>We avoid sharing resources, because they may be contaminated.</p> <p>We work remotely with colleagues whenever possible and avoid face to face contact whenever you can.</p> <p>We PLAN DISTANCED MEETINGS ROUTINELY: All Governors and Trust meetings are now be conducted remotely. Regular line management meetings within or between schools can also be planned remotely AND as routines.</p> <p>ESTABLISH MEETING SPACES: Our old meeting rooms may not be fit for purpose. Heads and Leaders should plan spaces where staff can work safely where it is on the rare occasions that its is essential that these meetings still go ahead. We move furniture and establish the spaces so that they are used safely including measuring to see how many the space can accommodate. Surplus chairs should be removed. Small desks (exam style) may be a useful addition.</p> <p>PLAN ICT IN THE MEETING SPACE even though they are rarely used: In a space that is used for a meeting (eg the Head's office or a Board Room) make sure that you have a screen and the sound kit needed for a mix of Virtual & face to face meetings. Use a large screen so that all people in the meeting can view it without looking at one screen or needing handouts. Use a Microsoft wireless display adaptor in this room so that a person on a school laptop can remotely display on the screen. Again – so no handouts are then needed. Use this room for two or there people to meet, where other attendees are on Teams and remotely attend.</p>		

				<p>Where it is unavoidable PLAN FACE TO FACE MEETINGS IN ADVANCE: There are rare times in schools where face to face meetings are unavoidable. For example, where monitoring requires 'seeing it for yourself'. It is essential that wherever possible the venue, time and Covid requirements are thought through in advance. It is for this reason that we are being asked to only have visitors in school where essential and where they are booked in advance.</p> <p>STAFF SHOULD PLAN THEIR SPACES FOR OCCASSIONAL MEETINGS: School and Trust Leaders and senior staff should organise their workspace so that they can routinely work in a safe way where necessary, even in ad hoc circumstances. Consider:</p> <p>2 metres is ESSENTIAL</p> <p>use two small desks not one desk in the space (make it easy for the person visiting you to work at a distance)</p> <p>Remove chairs that are close and situate any chairs in your office space in places you have measured in advance (make it easy for the person visiting you to keep their space)</p> <p>Have cleaning kits and hand sanitiser on your desk at all times and routinely clean when they go.</p> <p>If your room is too small for a visitor remove any extra chair AND mark the door with tape to show no one should enter – and tell people!</p> <p>Staff with laptops can be in the same space or can be in separate spaces (best) and see the same document and update that document together.</p> <p>Share documents on Teams.</p> <p>Establish a screen in a meeting room (see above).</p> <p>AVOID SHARING MATERIALS / CROSS CONTAMINATING: Plan for people to bring their own refreshments if you need to work together. If there is no way around sharing documents, be scrupulously careful that you hand sanitise before and after touching.</p>		
			Filming assembly to go on Tapestry	Low	Whole school assemblies will not take place.	Low
			Communicating with parents about school	Low	School uniform is to be worn and this needs to be communicated to parents.	Low

			Uniform		There is no longer guidance to suggest this needs to be cleaned daily. School will allow pupils to wear additional suitable items of clothing when increased ventilation causes colder classroom temperatures.		
			Minimising the risk of use of equipment and resources within a class	Med	March 8th 2021 - increased numbers in school may increase the need to share resources. They should be cleaned well if this occurs. Frequently used resources and equipment, e.g. pens, pencils and rulers should be given to individuals for their own use. We do not allow pupils to share resources or books even within pods (not statutory). We clean any shared resources / areas between each user wherever possible. Other class-based resources including books and games can be shared and used by the class. They should be frequently cleaned. Shared materials and surfaces should be cleaned and disinfected more frequently. Children can bring bags to school. Reading books shared between bubbles should be quarantined for 72 hrs before being passed to next bubble/ year group. Teachers can take books home if necessary but should ensure cleanliness regimes.	Low	
			Minimising the risk of use of equipment and resources shared between classes	Med	Resources such as PE, art, science equipment should not be shared and should be cleaned frequently and always if shared between classes. If they can't be meticulously cleaned, then they must be left unused for 48 hours (72 hours for plastics) before another class uses them. This includes reading books shared across classes. Quarantine books for 72 hours before they are put back into circulation. Teachers are able to take books home to mark, but they must ensure cleanliness regimes.	Low	
			Minimising the risk of use of equipment and resources shared between classes	Med	Play equipment used outdoors must be cleaned more frequently. For the latest advice about managing playgrounds and outdoor gyms see: https://www.gov.uk/government/publications/covid-19-guidance-for-managing-playgrounds-and-outdoor-gyms	Low	
			Where practicable keeping a social distance between individuals	Med	Socially distancing as much as possible. Children kept in class size groups. All children kept together and not mixing with other classes. Staff may move between classes to ensure a broad curriculum is still delivered - but this will be kept to a minimum. No assemblies or large gatherings. Assembly will be done virtually/ in classroom by the teacher. Timetabling of hall will be done to minimise traffic through corridors. External classroom doors used for entrance/ exit to school. Timetabling to allow staff room to be used by small numbers of staff at any one time	Low	

			Stagger break times (including lunch), so that all children are not moving around the school at the same time	Med	Use outdoors wherever possible for break and lunch times. This will enable the use of toilets to be staggered too - they should not be overcrowded. Children to bring suitable clothes - coats, sun hats to allow for this. Breaktimes are as follows: <ul style="list-style-type: none"> • Nursery – Fenced and grassed area • at side of Newton Building • Recetion – small area and main • newton playground • Year 1 – Fenced area • Year 2 – main playground Newton • Year 3 – Main playground section 1 • Year 4/5 – main playground section 2 • Year 5/6 - main playground section 3 	Low			
							Low		
			Breaktimes and lunch breaks staggered.	Med	Staff room used at different times for different bubbles. A maximum of 4 members of staff should use the staff room at any one time. Staff room cleaned by staff after use. For the latest advice about managing playgrounds and outdoor gyms see: https://www.gov.uk/government/publications/covid-19-guidance-for-managing-playgrounds-and-outdoor-gyms	Low			
			Office space try to minimise or prevent hot desking	Med	Each admin member of staff has their own desk and own computer. If front office used by another staff member instead of admin desk to be cleaned before and after. Office space to be well ventilated. Window hatch not to be used. Parents phone for an appointment/ to speak to admin staff. Office staff to wear masks when dealing with members of the public and moving around school. No staff allowed in office other than admin.	Low			
			CEV	Med	<ul style="list-style-type: none"> •Shielding of CEV staff and pupils was reintroduced on November Essentially this guidance means individuals who are clinically extremely vulnerable are strongly advised to work from home and not to go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP, and may have been advised to shield in the past. The NHS now provide an online portal for employers to check the validity of a coronavirus shielding note https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/shielding-note-check/ . If you have any queries related to this please speak to your HR Officer. •The school will refer to detailed guidance and HR advice from the Trust in managing any pregnant staff. •The school must support school members in quarantine if requested after travel abroad. •Staff giving first aid should attend to the patient as a priority and may use easy to hand PPE if available. If not available they 				

					should follow careful handwashing and other hygiene routines after giving first aid. •EHCP – we should risk assess with LAs if a pupils needs better met at home (for pupils with medical needs).			
	What are the Hazards?	Who might be harmed and how?	What are you already doing? (Existing Controls)	Low/ Med/ High Risk?	What further actions are necessary DETAIL OF APPROACH AT SCHOOL LEVEL	Residual Risk Level Low/ Med/ High	Action - INCLUDING MONITORING Who?	When?
3	Measures for arriving at and leaving school	Staff, pupils parents, guardians, visitors to school	Stagger drop-off and collection times Parents/Carers to wear face coverings on School grounds	Med	All staff to wear face coverings at the start and end of the day. Timetable drawn up to allow for efficient staggering of start and end times. Parents to drop off/ pick up only at the allotted times. Supermarket model of queueing & one way system signposted around the school. This is already in place and has been tested. One way system around Newton Building already in place and tested working well. As identified in face to face staff procedures member of staff to shut gates as soon as all children are settled in bubble. No parents/ carers allowed in classrooms. The school office is not to be accessed by parents unless through prior arrangement. Communication to parents to ensure they are wearing a face covering on school grounds	Low	All staff	On going Daily practice
			Accessing rooms directly from outside where possible	Low	All rooms have an outside door so drop off and pick up will be through these doors. Children will be ready for home time but if parents have to wait then they will be told to socially distance on playground outside this space	Low		
	What are the Hazards?	Who might be harmed and how?	What are you already doing? (Existing Controls)	Low/ Med/ High Risk?	What further actions are necessary DETAIL OF APPROACH AT SCHOOL LEVEL	Residual Risk Level Low/ Med/ High	Action - INCLUDING MONITORING Who?	When?
4	Transport	Pupils,	Monitoring the use of dedicated school transport	Med	All children walk to school or come by family car.	Low	All staff	Ongoing Daily practice
	What are the Hazards?	Who might be harmed and how?	What are you already doing? (Existing Controls)	Low/ Med/ High Risk?	What further actions are necessary DETAIL OF APPROACH AT SCHOOL LEVEL Pupils should be given a place in school provision if they meet the current government criteria.	Residual Risk Level Low/ Med/ High	Action - INCLUDING MONITORING Who?	When?

					<p>For critical workers this will be where there is no alternative for the parent (eg a childcare bubble, or a parent working from home)</p> <p>For vulnerable pupils this will be supported and encouraged by the school to promote equality of educational opportunity and safeguarding</p> <p>For nursery aged pupils, this is currently within regulations, however, to promote the wider message of reducing transmission, parents will be requested to rethink this request. Places will be given where they are subsequently still requested.</p>			
5	Attendance	Staff, pupils, parents, guardians	Monitoring pupil's attendance		<p>All children should attend school unless:</p> <ul style="list-style-type: none"> • They have PHE advice to tell them not to attend • They are self-isolating due to symptoms or a positive test result. <p>All pupils, including those who are clinically extremely vulnerable, can continue to attend school at all Local COVID Alert Levels unless they are one of the very small numbers of pupils or students under paediatric care (such as recent transplant or very immunosuppressed children) and have been advised specifically by their GP or clinician not to attend school</p> <p>If a child can't attend because of clinical advice, they must be offered remote education immediately.</p> <p>Schools, local authorities, health professionals, regional schools commissioners and other services should work together to ensure that children with medical conditions are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers. In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility.</p> <p>Attendance will be carefully monitored by EWO</p>	Low	All staff	Ongoing Daily practice
			Monitoring staff attendance	Med	<p>The government has set a requirement that people returning from some countries will be required to quarantine for 14 days.</p> <p>Where staff are required to quarantine after returning from holidays, they need to understand that any period of absence is not authorised given that they are knowingly becoming absent from work. No home-working role is available to those adults therefore staff would be determined as being absent without leave.</p>	Low		
			Staff and pupils who request the right to shield	Med	<p>In the event of staff absence due to illness it may be that another member of staff from the parallel class will have to move between classes. E.g. a member of LKS2 may have to move to another class</p> <p>Should a member of staff have to be absent because their child has to quarantine (but is not ill) they will now be offered up to 5 days off (for the year) with pay to look after the child. A plan should be in place for the remainder of the time.</p>	Low		

				<p>Clinically vulnerable staff can attend school. While in school, they should follow the sector-specific measures in this document to minimise the risks of transmission. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section six of the 'prevention' section of this guidance. This provides that ideally, adults should maintain 2-metre distance from others, and where this is not possible, avoid close face-to-face contact and minimise time spent within 1-metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults, including older children/adolescents</p> <p>CEV staff should not be in school.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter</p> <p>Where staff feel unsafe they should discuss their concerns with the head Teacher first and foremost. Reasonable amendments can then be made. If they then still feel unsafe they may wish to invoke section 44 of the Health and Safety act. Head to then follow Trust and Union guidance.</p>			
			Staff and pupils who request the right to shield	<p>Med</p> <p>All children should attend school unless:</p> <ul style="list-style-type: none"> • They have PHE advice to tell them not to attend • They are self-isolating due to symptoms or a positive test result. <p>All pupils, including those who are clinically extremely vulnerable, can continue to attend school at all Local COVID Alert Levels unless they are one of the very small numbers of pupils or students under paediatric care (such as recent transplant or very immunosuppressed children) and have been advised specifically by their GP or clinician not to attend school</p> <p>If a child can't attend because of clinical advice, they must be offered remote education immediately.</p> <p>Schools, local authorities, health professionals, regional schools commissioners and other services should work together to ensure that children with medical conditions are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers. In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility.</p> <p>Attendance will be carefully monitored by EWO</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter</p> <p>The school will refer to detailed guidance and HR advice from the Trust in managing any pregnant staff.</p>			

					<p>In the event of staff absence it may be that another member of staff from the parallel class will have to move between classes. E.g. a member of LKS2 may have to move to the other LKS2 class</p> <p>Should a member of staff have to be absent because their child has to quarantine (but is not ill) they will now be offered up to 5 days off (for the year) with pay to look after the child. A plan should be in place for the remainder of the time.</p> <p>Clinically vulnerable staff can attend school. While in school, they should follow the sector-specific measures in this document to minimise the risks of transmission. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section six of the 'prevention' section of this guidance. This provides that ideally, adults should maintain 2-metre distance from others, and where this is not possible, avoid close face-to-face contact and minimise time spent within 1-metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults, including older children/adolescents.</p>			
			Clinically Vulnerable Staff	Med	<p>In the new guidance for 5.11.2020 there is a definition of CV people.</p> <p>These people need to be extra vigilant and minimise contact with others. They should wash hands more frequently and the frequently touched areas must also happen. They should wear face coverings and manage a 2 metre distance from pupils.</p>			
	What are the Hazards?	Who might be harmed and how?	Managing pregnant staff	Med	The school will refer to detailed guidance and HR advice from the Trust in managing any pregnant staff.	Low	Action - INCLUDING MONITORING Who?	When?
6	Safeguarding	Staff, pupils parents, guardians,	<p>School based work should be carefully monitored and ensure an ordered safe environment</p> <p>We share information with staff and other members of our community very carefully and routinely.</p> <p>Pupils with EHCP</p>	Med	<p>Staff -</p> <p>For staff, when we cannot meet in person we meet virtually using Teams.</p> <p>We use a Trust protocol for safe meetings in school.</p> <p>We also hold virtual staff meetings and communicate through email, letters and other digital means.</p> <p>Others in our community -</p> <p>With parents and pupils, we have very well-established digital communication methods, including our website and specific communication Apps.</p> <p>Further to this we have planned communication for identified vulnerable pupils / families and those needing educational</p>		All staff	Ongoing Daily practice

					<p>support.</p> <p>Communication routinely includes health and safety matters.</p> <p>Staff and pupils will follow usual school rules and expectations in school. This includes:</p> <p>uniform / standards of dress</p> <p>Clear pupil expectations / rules are in place that are concordant with what pupils are familiar with.</p> <p>Pupils with EHCPs have been monitored to ensure they do not fall into CV and CVE categories and where one to one support is necessary staff will wear face coverings and where possible maintain a 2 metre distance from pupils.</p>			
			Keeping the gates open for longer than normal - monitoring adults and young people accessing the site	Med	<p>Monitor the individuals arriving at school.</p> <p>Teachers to take care when dismissing children from classroom.</p> <p>Registers to be checked carefully daily. All absences to be followed up every morning.</p>	Low		
	What are the Hazards?	Who might be harmed and how?	What are you already doing? (Existing Controls)	Low/ Med/ High Risk?	What further actions are necessary DETAIL OF APPROACH AT SCHOOL LEVEL	Residual Risk Level Low/ Med/ High	Action - INCLUDING MONITORING Who?	When?
7	Catering		Reinstating school catering	Med	<p>Shire Services to ensure correct hygiene measures and social distancing in the kitchens.</p> <p>Hot school meals now being served. Classes go in a class at a time. Children will eat in the school halls – they can eat outside in their designated space when weather allows providing we have enough supervision. Tables and chairs are cleaned in between each group and thoroughly afterwards.</p> <p>CHECK CHILDREN WITH ALLERGIES AND REMIND ABOUT NUT FREE SCHOOL.</p> <p>https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19</p>	Low	All staff	Ongoing Daily practice
	What are the Hazards?	Who might be harmed and how?	What are you already doing? (Existing Controls)	Low/ Med/ High Risk?	What further actions are necessary DETAIL OF APPROACH AT SCHOOL LEVEL	Residual Risk Level Low/ Med/ High	Action - INCLUDING MONITORING Who?	When?
8	Educational Visits		Educational visits will not take place during the first		<p>No visits to take place until further notice.</p> <p>School visits risk compromising the integrity of the bubbles by</p>		All staff	Ongoing

			part of the Autumn term – continues into Spring Term.		mixing with other schools/ public in venues. School will make use of outdoor spaces to support delivery of the curriculum. Overnight visits remain under review by the Government			Daily practice
	What are the Hazards?	Who might be harmed and how?	What are you already doing? (Existing Controls)	Low/ Med/ High Risk?	What further actions are necessary DETAIL OF APPROACH AT SCHOOL LEVEL	Residual Risk Level Low/ Med/ High	Action - INCLUDING MONITORING Who?	When?
9	First Aid Accidents\ incidents	Staff, pupils, visitors	First aiders need additional support and training in use of additional PPE if close contact with a patient is required. E.g. changes to EAV/CPR due to Covid 19.	low	<p>Check whether staff need refresher training in First Aid. First Aiders need support and training in use of PPE. Quarantine room = men's toilet – would both need deep clean after use for member of school community with symptoms Training about how to look after a person ill with CV.</p> <ul style="list-style-type: none"> • Also bring to staff attention Kawasaki symptoms: • red ("bloodshot") eyes. • a pink rash on the back, belly, arms, legs, and genital area. • red, dry, cracked lips. • a "strawberry" tongue (white coating with red bumps on the tongue) • a sore throat. • swollen palms of the hands and soles of the feet with a purple-red colour <p>Staff giving first aid should attend to the patient as a priority. PPE will be on hand (in first aid bags, in class emergency packs or in quarantine room). Where PPE has not been used, careful handwashing and other hygiene routines must be followed after giving first aid</p>	Low	First Aiders All staff	As applicable Ongoing Daily practice
			Normal reporting to various parties e.g. Reporting to Governors / Trustees / Local Authority. Reporting of COVID-19 cases to Health & Safety Team. (RIDDDOR 2013 requirements for HSE reporting) Consider looking at high risk activities to minimise the potential for accidents and the need for staff to assist children\students		<p>Normal reporting of accidents to Head, Governors, Trustees</p> <p>Reporting of COVID – 19 cases to Trust – communicate CAREFULLY to parents.</p> <p>No high risk activities to take place in order to minimise the risk for children. This should make First Aid less likely to be needed</p>			
	What are the Hazards?	Who might be harmed and how?	What are you already doing? (Existing Controls)	Low/ Med/ High Risk?	What further actions are necessary DETAIL OF APPROACH AT SCHOOL LEVEL	Residual Risk Level Low/ Med/ High	Action - INCLUDING MONITORING Who?	When?

						High		
10	Wrap Around Provision		Reinstating wrap around provision	High	At this time Stokesay is not offering Wrap around provision.	Med/ Low	All staff	Ongoing Daily practice
	What are the Hazards?	Who might be harmed and how?	What are you already doing? (Existing Controls)	Low/ Med/ High Risk?	What further actions are necessary DETAIL OF APPROACH AT SCHOOL LEVEL	Residual Risk Level Low/ Med/ High	Action - INCLUDING MONITORING Who?	When?
11	Emotional distress of the staff - including anxiety		At least one SLT member of staff on site every day for staff to share concerns with Staff to be included in decision making, risk assessments / setting up of rooms. Review staff work and rest rooms to ensure social distancing can be adhered to Have details of counselling available	Med	SLT will be available at school and can also be contacted by email/ phone if necessary. Regular communication established with staff not on site Consultation about changes to timetables in September. Staff break areas set up around the school so social distancing/ not mixing bubbles can be adhered to. Details of help for staff available – Ed Psych, ELSA and counselling.	Med/Low	All staff	Ongoing Daily practice
	Emotional distress of the pupils		Pupils to be supported by staff Look at ways of being able to support a child if in need of comfort. SEN pupils - review assessments to be able to further assist pupils who will not understand the changes	Med	Pupils supported by staff - additional PSHE. Transition meetings in July where children have shared concerns with teachers. Decide on alternative ways to comfort a child if necessary. Review SEN pupils who made need further risk assessments around them	Med/ Low		
	What are the Hazards?	Who might be harmed and how?	What are you already doing? (Existing Controls)	Low/ Med/ High Risk?	What further actions are necessary DETAIL OF APPROACH AT SCHOOL LEVEL	Residual Risk Level Low/ Med/ High	Action - INCLUDING MONITORING Who?	When?
12	Music		Minimising the risk of infection during music lessons	Med	Singing, shouting and playing some instruments increases the risk of infection. Classes kept in consistent groups for music lessons. Singing and playing instruments should take, where possible, outdoors. Children should be positioned side by side. Instruments should not be shared and must be cleaned between use. In music lessons observe social distancing where possible. Keep background or accompanying music to levels which do not	Low	All staff	Ongoing Daily practice

					encourage individuals to raise their voices unduly.			
	What are the Hazards?	Who might be harmed and how?	What are you already doing? (Existing Controls)	Low/ Med/ High Risk?	What further actions are necessary DETAIL OF APPROACH AT SCHOOL LEVEL	Residual Risk Level Low/ Med/ High	Action - INCLUDING MONITORING Who?	When?
13	PE		Minimising the risk of infection during PE lessons	Med	Classes kept in consistent groups for PE lessons. External coaches can and will be used. They will follow the guidance and will also follow protective measures. Children to change into their P.E. Kit half a class at a time to give more space. Only change once in a day depending on if session is AM/PM arrive or leave in kit. Outdoor spaces used whenever possible for PE. When the hall is used, maximise distancing between children. Contact sports to be avoided. All equipment to be cleaned. Active mile and active break and lunch times to be encouraged. Specialist PE teachers will be asked to minimise their contact from other staff and to maintain social distance from pupils, wearing face coverings and cleaning all equipment after use.	Low	All staff	Ongoing Daily practice
	What are the Hazards?	Who might be harmed and how?	What are you already doing? (Existing Controls)	Low/ Med/ High Risk?	What further actions are necessary DETAIL OF APPROACH AT SCHOOL LEVEL	Residual Risk Level Low/ Med/ High	Action - INCLUDING MONITORING Who?	When?
14	Managing Customers, parents Contractors and visitors	Staff including cleaning and catering staff, pupils, Visitors. contractors	<p>Contractors Encouraging visits via remote connection/working where this is an option. Where site visits are required, site guidance on social distancing and hygiene should be explained to visitors on or before arrival. Maintaining a record of all visitors - essential for Track and Trace</p> <p>Parents Changing pupil drop off and</p>	Med	<p>Contractors will only be allowed into school for emergencies or for planned maintenance and they will be encouraged to come out of school time (where possible) and use minimum walk way through school.</p> <p>No other visitors will be encouraged or allowed into school No volunteers in school during this time.</p> <p>Planned maintenance visits before or after school if possible. Record of all visitors maintained. Visitors have to adhere to social distancing and hand hygiene like rest of school community. Anyone displaying signs of illness – will not be allowed into school.</p> <p>Contractors will be required to wear a face covering in school. A record should be kept of all visitors <i>with sufficient detail to support rapid contact tracing if required by NHS Test & Trace.</i> Admin and Site staff to act as hosts and be very strict about entry of visitors only with previous appointment to school and communicating the guidelines to the visitors. Admin to look for signs of illness and not allow visitors in if concerned. Entry and exit routes for visitors and contractors very clearly thought out to minimise contact with different classes.</p>	Low	All staff	Ongoing Daily practice
			Changing pupil drop off and	Med	Staggered starts and finish for parents will be communicated clearly.	Low		

			collection so that no parents enter buildings when simply dropping off or picking up. Communicate new rules to parents. Construct parental waiting zones 'supermarket style'. Providing clear guidance on social distancing and hygiene to people on arrival, for example, signage or visual aids and before arrival, for example, by phone, on the website or by email.		Other communications encouraged through email or socially distanced discussion outside. Supermarket style lines are in place, 2m apart for queueing to drop off or pick up children. Children to be ready for home and parents asked to be prompt and not to wait around and chat to each other. Parents to socially distance outside classrooms. End of car park to be kept clear for out flow of parents with signage. Admin staff to act as hosts and be very strict about entry of visitors only with previous appointment to school and communicating the guidelines to the visitors. Admin to look for signs of illness and not allow visitors in if concerned. Entry and exit routes for visitors and contractors very clearly thought out to minimise contact with different classes. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Any visitors to school will need to be recorded in order to track and trace should this be necessary. Immunisations, including the annual flu jab will now be delivered in school. Update 4.11.2020 – this is likely to change again during the lockdown.			
			Handling goods, merchandise and other materials, and onsite vehicles if appropriate. Cleaning procedures for goods and merchandise entering the school site.	Med	Goods that arrive on site e.g. post, parcels, milk, to be cleaned before being handled by staff members	Low		

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	What are the Hazards?	Who might be harmed and how?	What are you already doing? (Existing Controls)	Low/ Med/ High Risk?	What further actions are necessary DETAIL OF APPROACH AT SCHOOL LEVEL	Residual Risk Level Low/ Med/ High	Action - INCLUDING MONITORING Who?	When?
15	Fire Safety		Review fire safety arrangements including emergency evacuation routes to maintain social distancing where practicable.	Med	Fire safety routes – all classes will have their own exit route – children to be taught to exit and remain in their class group. Fire drill during the first week back.	Low	All staff	Ongoing Daily practice

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	What are the Hazards?	Who might be harmed and how?	What are you already doing? (Existing Controls)	Low/ Med/ High Risk?	What further actions are necessary DETAIL OF APPROACH AT SCHOOL LEVEL	Residual Risk Level Low/ Med/ High	Action - INCLUDING MONITORING Who?	When?
16	Use of Personal	Staff including	Wearing a face covering or face mask	Med	We will use Masks and PPE to support safer practice. Face coverings used in line with Trust policy	Low	All staff	Ongoing

protective equipment (PPE) in School settings against COVID -19	cleaning and catering staff, pupils, Visitors, contractors	Staff wearing a face covering or visor in a busy situation outside of their bubble	<p>In secondary schools, we make sure pupils wear masks, whenever they are on the move - only removing their mask when seated and securely socially distanced from others.</p> <p>Allow secondary pupils to wear a mask whilst seated too if they wish.</p> <p>Encourage secondary pupils to adopt careful mask hygiene routines.</p> <p>Staff in all schools should wear masks whenever they are on the move - and should only remove their mask when they are securely distanced in a safe static place, where pupils / staff</p> <p>Staff may choose to always wear a mask if they prefer - being mindful of any members of our school communities who rely on lip reading.</p> <p>Use PPE carefully for any necessary intimate / close work. A mask may be worn when a member of staff moves around the classroom.</p> <p>Children not required to wear masks – other hygiene measures recommended and will be followed.</p> <p>Staff will be able to use a minimum PPE if negotiated and as long as it does not interfere with their work</p> <p>Staff will be required to wear a visor at the start and end of the day when meeting with parents.</p> <p>A mask or visor should be used when outside normal class teaching space.</p> <p>All staff will be trained on how to use a face mask or visor safely. School will provide each member of staff with a visor and will hold a stock of face masks.</p> <p>Visitors to the school are to be kept to a minimum. Any visitors to the school will be required to wear a face covering and follow COVID protocols.</p>		Daily practice When applicable
		PPE to be used if a child, young person or other learner becomes unwell with symptoms of coronavirus while in school	Low	<p>PPE should be worn if a child becomes unwell with symptoms of coronavirus whilst in setting and needs direct personal care until they can be picked up. If a distance of 2m cannot be maintained then a Fluid resistant surgical face mask will be worn by the supervising adults.</p> <p>Gloves and disposable apron can also be worn if risk of coughing over supervising adult is likely.</p> <p>Used PPE must be disposed of in a lidded bin.</p> <p>One set of PPE equipment has been ordered for each classroom. Replacement PPE has been purchased and is available in case of use.</p> <p>All staff will be provided with a face shield to use in specific ways.</p>	Low
		All teachers will have access to emergency PPE They may be asked to carry this for use in an	Med	<p>PPE may be required when administering first aid</p> <p>PPE may be worn when intimate care is being given to a child.</p> <p>PPE is available in grab bag first aid kits for use on playground.</p> <p>PPE must be disposed of in a lidded bin after use.</p>	Low

			unpredictable situation (such as helping an ill pupil or colleague on the playground).					
	What are the Hazards?	Who might be harmed and how?	What are you already doing? (Existing Controls)	Low/ Med/ High Risk?	What further actions are necessary DETAIL OF APPROACH AT SCHOOL LEVEL	Residual Risk Level Low/ Med/ High	Action - INCLUDING MONITORING Who?	When?
17	Remote Education Support	Pupils	We have set up and successfully used Tapestry. We have moved children up to their new year group and added co-teachers who will introduce themselves to children. Tapestry will continue to be used for homework and messages to ensure we are confident it works for all parents and children.	Low	<p>Work for all pupils will be set remotely by teachers.</p> <p>Teachers should be deployed to work in face to face provision less frequently than other staff so that they can set, deliver, monitor and mark distance learning.</p> <p>Pupils attending face to face provision should complete this remotely set work rather than be 'taught' by an additional person new work.</p> <p>Some staff will be deployed to monitoring roles, such as engagement in lessons and submission of work. Stokesay Primary needs to be in the position to offer immediate remote education should the need arise. Our response will be:</p> <ul style="list-style-type: none"> • Dependent on the notice given, learning packs may be photocopied for children to take home. • Children will access their work on Tapestry. • Children will receive the same learning opportunities in the same range of subjects as if in school. • Work will be checked by teachers and teaching assistants. 	Low	All staff	Ongoing Daily practice

If more hazards are identified please add more boxes

D. Safe Systems of Work to be outlined below by using the information in Section C once completed:

- All staff to be given sufficient information\training to be able to work safely and where practicable maintain the 2m distancing protocol.
- Additional measures will be necessary if dealing with shielded and clinically vulnerable children and young people see [COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](#) for more advice.
- Or clinically vulnerable adults see [Staying at home and away from others \(social distancing\) guidance](#)

- Continue monitoring and review risk assessments and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures (such as the things listed above)
- Ensure that all health and safety compliance checks e.g. premissis, safety and security systems have been undertaken before opening and sufficient staff are available to undertake these tasks See Appendix A for Premisis checklist.
- All building equipment is deemed safe to use and has received appropriate checks by competent persons. Including all fire safety related equipment (emergency lights, fire detection equipment, fire extinguishers etc.) passenger lifts, etc.
- Site staff to manage the risk from legionella on site before schools open and then continue the test regimes.
- Lone working in parts of the building is managed – use of radios and regular check in etc etc. No higher risk activities e.g. work at height to be undertaken unless necessary.

Communication to all parties is essential:

- tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the [COVID-19: guidance for households with possible coronavirus infection](#))
- tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend
- tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)
- make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)
- also think about engaging parents and children in education resources such as [e-bug](#) and [PHE schools resources](#)
- ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the [Coronavirus \(COVID-19\): safer travel guidance for passengers](#)
- talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful
- communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers
- discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this

E. Circulation List

Please list people who have been informed of the assessment.

NAME	DESIGNATION	SIGNATURE	DATE
Sarah Godden	CEO		
Karen Cook	H & S Lead for Trust		
Judy Mondon	Chair of Trustees		
Trudie Baker	LGB - chair		
Paul O'Malley	Headteacher		
Karen Hadley	A.H. /Yr6		
Kadie Pinches	EYFS		
Kayleigh Roberts	EYFS		
M.Gidney	Year 1 teacher		
N.Telford	Year 2 teacher		
W.Vaughn	Year 3 teacher		
S.Ansell	Year 4/5 teacher		
J.Langton	Teacher part itme		
To add admin/TA/Dinner lady/caretaker			

Appendix A

The following checklist has been prepared to guide premise managers. It is aimed at identifying actions that need to be taken to make the building and site safe. Within the checklist are items that have statutory duties attached such as examination, inspection, maintenance, servicing and testing. All of these will have been managed before the lockdown and should have been continued even though buildings have been closed or partially open.

It is essential that compliance is achieved before reoccupation.:

Each building should have an identified person responsible for premise management.

Building / Infrastructure / Systems	Action	Checked	Comments / Defects / Damage
Site: <ul style="list-style-type: none"> • Perimeter fencing, hedges, gates etc. • Trees • Waste storage areas and waste bins 	<ul style="list-style-type: none"> • Boundary integrity • Risk assessments up-to-date; no damage • Secure – waste collection still occurring 		
Building: <ul style="list-style-type: none"> • Roof (inc. chimneys) • Facias, gutters, downpipes • Walls • Windows • Exterior doors • Door canopies • Paths • Roads, car park, gates / barriers 	<ul style="list-style-type: none"> • Defects or damage • Doors opening properly with no restrictions • No defects or damage; in working order • Slip or trip hazards (uneven, holes etc.) • 		
Interior: <ul style="list-style-type: none"> • Ceilings • Walls • • Doors – final exits open (fire, emergency) • Fire doors (close and fit as intended) 	<ul style="list-style-type: none"> • No defects or damage likely to affect building users • Fire Doors checked for fit and opening 		

<ul style="list-style-type: none"> • Stairs / steps / ramps • Handrails • Floors (floor coverings) • 	<ul style="list-style-type: none"> • No slip or trip hazards 		
<p>Infrastructure:</p> <ul style="list-style-type: none"> • Gas (turned on, no leaks) • Electricity (CB / RCD checks, sockets) • Water system • Heating (boiler etc.) • Ventilation • Kitchens • Toilets / showers • Swimming pools / hydrotherapy pools 	<ul style="list-style-type: none"> • Gas supply confirmed; no smell of gas on entering building / room • Check circuit breakers to see if any have tripped; Operate RCD(s) to confirm operation; inspect sockets for damage / overload • Ensure supply; check for leaks; legionella controls (see below) • Boiler operational (heating and hot water) – maintenance and servicing carried out according to schedule • Check system operation; change filters • Check all equipment; inspect kitchen and food storage areas for insects / vermin; dispose of food past sell-by date; enhanced cleaning • Enhanced cleaning; legionella controls • Cleaning regime • Follow PWTAG guidance 		
<p>Systems:</p> <ul style="list-style-type: none"> • Fire detection and alarm (see below) • Emergency lighting (see below) 	<ul style="list-style-type: none"> • All detectors, call points and detectors operational; weekly testing performed • Battery test to check e-lighting operational 		

<ul style="list-style-type: none"> • Security • Communications - telephony • IT – WiFi • Pressure systems 	<ul style="list-style-type: none"> • Alarm system working • Phone lines operational • WiFi working • Statutory examination, maintenance and servicing undertaken according to schedules 		
<p>Equipment:</p> <ul style="list-style-type: none"> • IT – computers, monitors etc. • OHP / Whiteboards • Fire extinguishers • Access equipment / ladders • Kitchen equipment – kettles, microwaves etc. • Lifts (see below) / lifting equipment 	<ul style="list-style-type: none"> • All IT equipment operational and without faults • Equipment in good working order • Serviced annually • Visual inspections for damage / defects • Visual inspections; PAT tests if required • Statutory examination, maintenance and testing completed according to schedule 		
<p>Maintenance, testing and servicing:</p> <ul style="list-style-type: none"> • Gas safe certificate • EIRC (Fixed wiring) and PAT (electricity) • Water (temperature, flushing, cleaning, disinfecting etc.) – see below 	<ul style="list-style-type: none"> • Gas safe certificate within date • EIRC within date; PA tests completed according to schedule • Legionella controls undertaken according to schedule. NB. If controls have not been performed during lockdown a separate procedure must be followed before reopening/ reoccupation. Check with Tim Othen IN THIS CASE. 		
<p>Other Areas:</p> <ul style="list-style-type: none"> • Science and D&T departments need to be checked by experienced staff and follow CLEAPSS Guidance 	<ul style="list-style-type: none"> • Seek further advice from CLEAPSS for practical lessons guidance documents GL344 for further advice on D&T (including food Tech) or GL345 guidance for science departments in a 		

	partially re-opened school.		
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NOTE: DFE update 2nd March 2021

1. Our established lidded bin system will be used for spent face masks - including in secondary schools where masks may now need to be replaced during the day.
2. We frequently clean the areas as defined in the updated regs(handles, handrails, tabletops, toys / kit, electronic devices, toilets and sinks).
3. We ensure that there is background light ventilation at all times as a minimum and that there is a proper full purge during breaks.
4. If children are positive in a LFT during the day they will be picked up by parents. In exceptional circumstances this may be by walking / bike / scooter (accompanied). If this is not possible then DFE guidance is checked regarding which transport may be used. The Trust CEO should be informed in this event."