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| **Risk Assessment Keeping school open for the whole school community.** |

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| **Location / Site** |  |
| **Keelham Primary School** | |
| **Activity / Procedure** |  |
| Re opening to the whole school community including breakfast club and after school clubs. | |
| **Assessment date** | Insert date when assessment is being carried out |
| 12/10/2020 – to be reviewed as required | |
| **Assessment conducted by** | Insert name and job title |
| **Robert Hunter – Headteacher**  **Maria Waterhouse- Deputy Headteacher**  **Lisa Smithson – Key stage 2 coordinator**  **Katie Watson- Admin Manager** | |

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| **Identify people at risk** | YES or NO |
| **Employees** | **Yes** |
| **Children** | **Yes** |
| **Visitors** | **Yes** |
| **Contractors** | **Yes** |

**Government Guidance**

**Guidance published on 2nd July 2002 states**

**Schools should ensure that they implement sensible and proportionate control measures which follows the health and safety hierarchy of control to reduce the risk to the lowest reasonable practicable level**.

[Schools COVID-19 operational guidance - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance)

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| **Identify hazard 1** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Lack of social distancing in the classroom** resulting in direct transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Reduce the number of children in the classroom to enable social distancing wherever possible with no more than 30 children in a classroom. 2. Remove excess furniture to increase space if space to do so. 3. Arrange seating in rows with children facing the teacher with no face-to-face seating. 4. Children keep to their desks when in the room and to use same equipment provided by school – stationary, books etc. 5. Social distancing charter created for and with the children –   (Include instructions how to line up, use of toilet, moving around the classroom etc)   1. Charter re-visited and modelled many times a day and linked to school behaviour system – lots of praise for adherence and sanctions for non-compliance 2. Children isolated if cannot adhere to charter and spoken to re the need for social distancing 3. Lessons planned for individual work (not pairings or group work) 4. Feedback – using large whiteboard and interactive whiteboard not close interaction 5. Classroom and room entrance restricted markings for visitors (SLT etc.) 6. Consistent small groups organised from each class in Key stage 2 to reduce number of children in classroom. 7. Consistent use of school rooms by groups for interventions etc. 8. No gathering of more than a class size for assemblies etc. 9. Break times and lunch times staggered timetable 10. PPA staff entering school ensure minimal contact and maintain social distancing whenever possible from the staff members and children. 11. Staffing deployed into Key stage bubbles (EY/ KS1 and KS2) to minimise movement of staff between bubbles. 12. Staff socialise for minimum amount of time outside their classroom bubble and reduce face-to-face seating. 13. Staff and children who display symptoms of COVID19 are managed in line with local and national guidance and are sent home as soon as possible. ( see section at end of RA) 14. Children to use same desk if returning next day 15. Teacher and HLTA are assigned to these children and stay with these children throughout the day. 16. Children stay in the classroom for majority of the day and not mix with other groups 17. PE kits and lunchboxes kept in covered boxes where possible. 18. All doors are propped open and staff ensure at end of day they are closed if they are a fire door and in a fire emergency. 19. Crew numbers limited to 16, school hall used for clubs, children organised in to key stage bubble within the crew 20. Parents not to enter school for any reason.( see Crew policy) 21. All children and parents are made aware of the infection control procedures and social distancing guidance for when the school opens – ParentMail, letter, telephone 22. Due to national restrictions beginning 6.1.21, classroom population will be limited to 15 or 50% of class population. 23. Children will be sat 1 metre apart from others 24. Desks will return to forward facing and 1 pupil will occupy one desk   **Government guidance 27.9.21:**  **We no longer recommend that it is necessary to keep children in consistent groups (‘bubbles’). This means that ‘bubbles’ will not need to be used in schools. As well as enabling flexibility in curriculum delivery, this means that assemblies can resume and you no longer need to make alternative arrangements to avoid mixing at lunch.**  **KPS contingency plan (separate document) covers the possibility that it may become necessary to reintroduce ‘bubbles’ for a temporary period, to reduce mixing between groups. Any decision to recommend the reintroduction of ‘bubbles’ would not be taken lightly and would need to take account of the detrimental impact they can have on the delivery of education.**  **If this was to be the case, in collaboration with Bradford Council and PHE the above measures would be reinstated.** | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard 2** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Lack of social distancing using toilets and poor hygiene resulting in direct and indirect transmission of the virus** | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Toilet -only two boys and two girls allowed to go to toilet at a time 2. Allocated toilets for different groups of children 3. Hand gel used after toilet use as well as washing hands 4. Extra Signs in toilet re washing hands 5. Wedges for the toilet external toilet doors if not fire doors. 6. Extra soap ordered to ensure we do not run out 7. Extra tissues in all rooms to catch coughs and sneezes. 8. Use of bins with lids to dispose of tissues and any PPE.   **Government Guidance 27.9.21**  **Mixing and bubbles**  **We no longer recommend that it is necessary to keep children in consistent groups (‘bubbles’). This means that ‘bubbles’ will not need to be used in schools. As well as enabling flexibility in curriculum delivery, this means that assemblies can resume and you no longer need to make alternative arrangements to avoid mixing at lunch.** | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard 3** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| Lack of social distancing waiting to enter school in morning resulting in direct transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Markers outside in the playground for the children and parents to wait – more than 2 metres apart as more than one person 2. No parent should enter the school building 3. Allocated gate for different class groups for parents to arrive and leave from ( double gates at front and back and main gates at front and back) 4. Introduce one way system for parents in school grounds. 5. Face coverings can be requested when on school grounds when dropping off and picking up 6. Staff to wear visors when meeting with parents. 7. Daily temperature checks on entry for all children, 38’ send home. 8. Instructions shared re social distancing between families in the morning with parents and children 9. Signage for parents and children displayed outside the classroom 10. SLT to be on duty to supervise 11. Staggered drop off and pick up times for different year groups (Yr. 6 5-6 classroom doors year 1-2 1-2 classroom doors. Year 3-4 3-4 entrance, EYFS own entrance ) 12. No waiting in the playground before or after school, parents to wait in cars until gates are opened.   **Government Guidance 27.9.21**  **Mixing and bubbles**  **We no longer recommend that it is necessary to keep children in consistent groups (‘bubbles’). This means that ‘bubbles’ will not need to be used in schools. As well as enabling flexibility in curriculum delivery, this means that assemblies can resume and you no longer need to make alternative arrangements to avoid mixing at lunch.** | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard 4** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Lack of social distancing during playtimes and lunchtimes resulting in direct transmission of the virus** | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Allocated play area in the first instance (Playground top and bottom and on rotation and EYFS outdoor space, front garden and sensory garden) 2. Different times for playtime and lunches 3. Reduced playtime equipment – hard surfaces and can be easily cleaned 4. Games discussed which encourage social distancing – football passing, catch etc 5. Staff supervision throughout – actively encouraging and insisting on social distancing 6. Children practice talking 2 metres apart – modelled by staff 7. If children require first aid then member of staff needs to wear PPE   **Government Guidance 27.9.21**  **Mixing and bubbles**  **We no longer recommend that it is necessary to keep children in consistent groups (‘bubbles’). This means that ‘bubbles’ will not need to be used in schools. As well as enabling flexibility in curriculum delivery, this means that assemblies can resume and you no longer need to make alternative arrangements to avoid mixing at lunch.** | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard 5** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Lack of social distancing when eating lunch** resulting in direct transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Children eat in the hall on a rota one class at a time, 2. Children who bring packed lunch – packed lunches kept outside in crates 3. Tables and chairs cleaned between each sitting and before and after children enter hall 4. Tables arranged to encourage social distancing and reduce face to face seating.   **Government Guidance 27.9.21**  **Mixing and bubbles**  **We no longer recommend that it is necessary to keep children in consistent groups (‘bubbles’). This means that ‘bubbles’ will not need to be used in schools. As well as enabling flexibility in curriculum delivery, this means that assemblies can resume and you no longer need to make alternative arrangements to avoid mixing at lunch.** | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard 6** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Lack of social distancing in the corridors** resulting in direct transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Children staying in their classroom as much as possible 2. Children instructed to walk on the left of the corridor in single file- minimum use of corridors 3. Doors on corridor propped open 4. two children in the toilet area at any one time 5. Messages to office via phone not in person. 6. Staff use empty classrooms and alcoves to maximise the distance between each other 7. Agree instructions with children concerning going and returning to toilet 8. When moving class around the school – 2 metres between children – adult insisting the distance is maintained – regular practice this in the first few days   **Government Guidance 27.9.21**  **Mixing and bubbles**  **We no longer recommend that it is necessary to keep children in consistent groups (‘bubbles’). This means that ‘bubbles’ will not need to be used in schools. As well as enabling flexibility in curriculum delivery, this means that assemblies can resume and you no longer need to make alternative arrangements to avoid mixing at lunch.** | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard 7** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Contact of shared resources** resulting in indirect transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Children provided with stationery box with their names on 2. Water bottles in school washed on entry and taken home each day for cleaning 3. Tubs of resources for individuals if needed – maths cubes etc 4. Resources washed in Milton each night and left to dry if not same person using them the next day 5. Tables, door handles and other surfaces cleaned with disinfectant every night and at lunch times 6. Lessons planned so resources are individual and not shared – or on white board 7. Resources on tables ready for lesson and not distributed within the lesson 8. Plastic packets (zippy) bags used for individual resources 9. Children encouraged to wash hands / use hand gel before lessons and after each lesson 10. Children encouraged to wash hands / use hand gel before and after using shared resources/ play equipment. | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard 8** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | | | |
| **Emotional distress of the children** | | | | | | |
| **Existing level of risk** | | Consider current level of risk | | | | |
| **HIGH** | **MEDIUM** | | **LOW** | | **NEGLIGIBLE** | |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | | | |
| 1. School to communicate with children and parents before they return so children are prepared 2. Children/parents to voice their concerns on Dojo before returning so we are aware of worries 3. Children to have class teacher and TA in the first instance 4. Small group work to support emotional and academic needs. 5. Daily circle time to address worries 6. Reduced time in school if needed to ensure transition is successful from home to school ( exceptional circumstances) 7. SEMH support to be given by staff/HT if needed 8. PIW to support families with well-being and mental health workshop offers. 9. PIW to communicate with families identified as vulnerable weekly and offer support where necessary. 10. Vulnerable children identified to come into school during period of national lockdown from 6.1.21 11. Daily well-being calls to vulnerable children 12. Weekly calls to all children by teachers 13. Daily registers taken of children accessing and not accessing online learning (Microsoft form fill) – this will be tracked by the PIW and class teachers – daily excel sent to PIW and Headteacher. 14. Trained staff to deliver Mental Health & Well Being interventions to KW&V children if needed 15. Blended learning (online and remote learning) timetable for children accessing learning at home and in school CKW&V children will include PSHE lessons. | | | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | | | |
| **HIGH** | **MEDIUM** | | | **LOW** | | **NEGLIGIBLE** |

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| **Identify hazard 9** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Emotional distress of the staff – including anxiety** | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Inclusion in risk assessment process – input into hazard identification and control measures 2. All staff and visitors to school are made aware of any infection control procedures and social distancing arrangements before school reopens and sign a disclaimer in entrance 3. Provide training if required by staff – infection control training. 4. Staff communication to discuss concerns and shared control measures 5. SLT member available 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” areas for different groups of staff – maybe rota for same area if needed 9. Provision of PPE for first aiders and in case of a child becoming ill on site and needs close contact with adult 10. Planned time for planning and preparation within the week 11. Vulnerable staff –in school with strict 2 metre distancing measures in place 12. Weekly briefings conducted, remotely where possible, to update staff on announcements and health and safety in relation to COVID-19 and in school procedures. 13. Staff well-being representative identified to offer support and guidance to staff and promote well-being support. | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard 10** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Risk of spreading virus due to close contact with children – 1:1 and restraint** resulting in direct transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Masks available. 2. Extra disposable aprons available 3. Extra gloves available 4. Visors available for all staff. 5. Staff to leave coats and shoes in plastic bag and change into indoor shoes 6. Staff to shower immediately when they get home and wash clothes 7. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk   Pls note the Government guidance states “Wearing face coverings or face masks is not recommended”  **Government Guidance 27.9.21**  **Face coverings are no longer advised for pupils, staff and visitors either in classrooms or in communal areas.**  **The government has removed the requirement to wear face coverings in law. Face coverings should be worn in crowded and enclosed spaces where you may come into contact with people you don’t normally meet. This includes public transport and dedicated transport to school or college.** | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard 11** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | | |
| **Action to follow when child/adult shows symptoms and when case confirmed** | | | | | |
| **Existing level of risk** | | Consider current level of risk | | | |
| **HIGH** | **MEDIUM** | | | **LOW** | **NEGLIGIBLE** |
| **Actions** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | | |
| 1. If anyone in the school becomes unwell with a new continuous cough or high temperature or has loss of change in their normal sense of taste and smell they must be sent home immediately. 2. Contact will be made by direct phone call home. 3. A child awaiting collection should be moved to the entrance area, year 3.4 cloakroom area and EY cloakroom area. All adults must wear appropriate PPE to accompany the child to the room. 4. The child should wait behind a closed door, with a window open if possible. 5. If a child needs supervision or support an adult should be in PPE and at a safe distance. 6. In emergency call 999. 7. All areas should then be cleaned with normal disinfectant once the child/adult has left the room. 8. Anyone who has helped the child should wash their hands. 9. The child should then self-isolate for 7 days and the household for 14 days. 10. All staff and students have access to testing if they display symptoms. 11. Where a child or adult tests negative they can return to school. 12. Where a child or staff member tests positive, the rest of the class or group would be sent home and advised to self-isolate for 14 days. 13. This will be communicated through ParentMail initially and by direct phone calls home if needed. 14. If other cases within the cohort are detected or wider setting, Public Health England local health protection teams will conduct a rapid investigation and will advise school of the most appropriate action.   **From 16 August 2021 individuals are not required to self -isolate if they live in the same household as someone with COVID -19, or are a close contact of someone with COVID -19, and any of the following apply:**   * **They are fully vaccinated** * **They are below the age of 18 years and 6 months** * **They have taken part in or are currently part of an approved COVID - 19 vaccine trial** * **They are not able to get vaccinated for medical reasons Instead, they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test.** * **KPS will encourage all individuals to take a PCR test if advised to do so.** * **Staff who do not need to isolate, and children and young people aged under 18 years 6 months who usually attend school, and have been identified as a close contact, should continue to attend school as normal.** * **They do not need to wear a face covering within the school, but it is expected and recommended that these are worn when travelling on public or dedicated transport.**   **Government Guidance 27.9.21**  **When an individual develops COVID-19 symptoms or has a positive test:**   * **Pupils, staff and other adults should follow public health advice on when to self-isolate and what to do.** * **They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine).** * **If anyone develops COVID-19 symptoms, however mild, they are to be sent home and then follow public health advice.** * **Staff and pupils with a positive LFD test result should self-isolate in line with the stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection.** * **They will also need to get a free PCR test to check if they have COVID-19.** * **Whilst awaiting the PCR result, the individual should continue to self-isolate.** * **If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school, as long as the individual doesn’t have COVID-19 symptoms.** | | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | | |
| **HIGH** | **MEDIUM** | | **LOW** | | **NEGLIGIBLE** |
| **Identify hazard 11** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | | |
| **Visitors in school-** resulting in indirect transmission of the virus | | | | | |
| **Existing level of risk** | | Consider current level of risk | | | |
| **HIGH** | **MEDIUM** | | **LOW** | | **NEGLIGIBLE** |
| **Actions** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | | |
| * Signing in – self-declaration. * Use of Masks/Visor/Hand Gel on entry. * Limit movement around school for all visitors * Use of toilets – as per hygiene guidelines. * Social distancing at all times. * Windows open for ventilation.   **Government Guidance 27.9.21**   * **Face coverings are no longer advised for pupils, staff and visitors either in classrooms or in communal areas.**   **The government has removed the requirement to wear face coverings in law. Face coverings should be worn in crowded and enclosed spaces where you may come into contact with people you don’t normally meet. This includes public transport and dedicated transport to school or college.** | | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | | |
| **HIGH** | **MEDIUM** | | **LOW** | | **NEGLIGIBLE** |

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| **Identify hazard 12** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | | | |
| **Risk of spreading virus due to poor hygiene** resulting in indirect transmission of the virus | | | | | | |
| **Existing level of risk** | | Consider current level of risk | | | | |
| **HIGH** | **MEDIUM** | | | **LOW** | | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | | | |
| 1. Hand gel dispenser outside of all classrooms 2. Hand gel order in large quantities ongoing. 3. Extra soap dispensers and re-fills in each classroom 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. Procedure agreed for children to wash hands so thorough hand washing 8. Guide shared with parents and children on how to reduce spread of virus at home and in school 9. On the day children have PE to come in PE kit to school   **Government guidance 27.9.21**  **Ensure good hygiene for everyone:**  **Frequent and thorough hand cleaning should now be regular practice. You should continue to ensure that pupils clean their hands regularly. This can be done with soap and water or hand sanitiser.**  **Respiratory hygiene:**  **The ‘catch it, bin it, kill it’ approach continues to be very important.** | | | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | | | |
| **HIGH** | **MEDIUM** | | **LOW** | | **NEGLIGIBLE** | |

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| **Identify hazard 13** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Risk of infection due to lack of cleaning** resulting in indirect transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. All surfaces, handles, toilets and shared equipment will be cleaned each day using disinfectant 2. Cleaning staff to enter classrooms/ rooms once vacated by children and staff. 3. Some resources will be rotated and left to de-contaminate for 3 or 4 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 classrooms | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard 14** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Movement of children to other venues such as swimming in private cars -**resulting in indirect transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. All surfaces, handles, toilets and shared equipment will be cleaned each journey using disinfectant 2. Passengers limited to 3 per car plus driver. 3. Hand gel /hygiene used before entry and after exit from car. 4. Parents to be used for transportation of their own children whenever possible. 5. Once at the Venue- e.g. pool follow venue guidelines and risk assessment. | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard 15** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Reduced staffing levels due to union guidance and new COVID-19 variant.** | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Staff communicate through writing to HT outlining their stance. 2. If possible, use of school staff or supply teaching to keep the bubble open. Ensure pupil ratio meets Health & Safety standards. 3. Close class bubble, and offer remote learning. 4. A blended model for home learning and attendance at school is utilised (6.1.21) 5. A new online Learning Policy will be communicated to parents via the school’s usual means of social media 6. Teachers to communicate key learning information to children via Class Dojo and Microsoft Sway 7. Key information regarding the RA will be shared with all stakeholders | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Identify hazard 16** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| National lockdown results in return to remote education | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. School has a plan in place to provide remote education at short notice. 2. Online teaching and learning policy created to reflect online and remote learning offer to pupils. 3. Continuity plan makes provision for a return to key worker/vulnerable children on site education within the governments most up to date criteria. 4. Staff information is up to date to ensure identification of those employees who are vulnerable or extremely vulnerable 5. Pupil information is up to date to ensure identification of those pupils who are vulnerable or extremely vulnerable 6. Appropriate systems are in place to provide remote education in line with curriculum and government guidance 7. Vulnerable children have received IT equipment via government funding for remote learning. 8. Support is available regards internet access for those families who are struggling to access remote learning 9. Staff have received in school training on developing a Microsoft Sway and the expectations of live learning 10. School have issued parents and children information on how to access remote learning – parent remote meeting (8.1.21) 11. Online and remote learning offer is available to parents via the school website under the home learning tab. 12. An online policy has been communicate to staff to ensure understanding, ease of access and safeguarding advice when working online. 13. PIW will contact children and families regularly by Class Dojo to check if further online support is needed. 14. The online and remote learning offer for all pupils will have a mixture of live lessons, pre-recorded lessons, and practical sessions to ensure a balance in learning. 15. A portfolio of work will be uploaded as evidence by pupils on Class Dojo 16. Safeguarding checks and learning checks will be done via session-by-session register. 17. Headteacher will monitor daily Microsoft Sways and timetables to ensure that a broad and balanced curriculum is being offered to pupils. . 18. Critical worker children and children identified as vulnerable will also access the remote learning via the use of Microsoft Sway and take part in the live lessons with children working remotely. | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |