

## Box CE VC Primary School Covid 19 Risk Assessment – September 2020

This risk assessment tool can be used as a template for your own school covid risk assessment in readiness for the new school term in September. All Community and Voluntary Controlled schools must submit its completed risk assessment for verification by the local authority’s H&S Service. Please send your risk assessment to [schoolhealthandsafety@wiltshire.gov.uk](mailto:schoolhealthandsafety@wiltshire.gov.uk) and await confirmation that it has met the required standard. For many schools, you may be able to re-use information from the your existing covid risk assessment but we have highlighted new or amended parts of the template in GREEN for your convenience. You should remove this highlighting in your final document.

If you need specialist Public Health advice to help make local interpretation of any part of the guidance regarding transmission risks, please contact [publichealth@wiltshire.gov.uk](mailto:publichealth@wiltshire.gov.uk)

All risk assessments must meet the required standard prior to schools opening in September. Please add appropriate contact details if you anticipate that correspondence will be necessary outside of term-time in order to achieve this.

<b>Name of School</b>	<b>Box CE VC Primary School</b>
<b>Name of Headteacher</b>	<b>Jo French</b>
<b>Assessment completed by</b>	<b>Jo French, checked by Nicola Phillips</b>
<b>Assessment date</b>	<b>10/07/20, reviewed 3/1/21, reviewed 24/2/21</b>

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

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

## Useful links:

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

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

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

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

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

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

**Where separate risk assessments are required for specialist situations as set out in the template below, these do not need to be submitted to the local authority but should be available for scrutiny from LA or HSE enforcement officers. All community and voluntary controlled schools must submit a completed risk assessment to:**

RISK	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
<p><b>1. Maintaining distancing and reducing contact – entrance and exit routes</b></p>		
<p>Numbers arriving simultaneously on school transport impede the means to distance or reduce contact, and impede effectiveness of staggered start/finish times of school day</p>	<ul style="list-style-type: none"> <li>• Arrange separate 'holding' areas for each group to minimise contact (ideally these should be outside if weather permits)</li> <li>• Encourage parents to make other arrangements for travel to/from school other than school transport.</li> <li>• Staff on duty to supervise</li> <li>• Signage at school transport pick up/drop off point</li> </ul>	<ul style="list-style-type: none"> <li>• There is no school transport, all families arrive on foot or by car</li> </ul>
<p>Numbers of parents and children at entrances and exits impede social distancing.</p>	<ul style="list-style-type: none"> <li>• Instructions for parents/carers on distancing rules on site.</li> <li>• Staggered start/finish times for different groups.</li> <li>• Markers on floor for children and parents to wait. Ensure markings do not create slip/trip hazard</li> <li>• Use of different entrances/exits for different groups.</li> <li>• Only one parent/carer to accompany child.</li> <li>• Staff on duty to supervise.</li> <li>• Signage.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents will not come on to the school site but will access the school site via the village recreation ground</li> <li>• Parents will be asked to email any messages for teachers to the office and they will be passed on</li> <li>• Start and finish times will be staggered:               <ul style="list-style-type: none"> <li>➤ Oak 8:40 - 3:00</li> <li>➤ Willow 8:45 – 3:05</li> <li>➤ Beech 8:50 – 3:10</li> <li>➤ Chestnut 8:55 - 3:15</li> <li>➤ Sycamore 9:00 – 3:20</li> <li>➤ Ash 9:05 – 3:25</li> </ul> </li> <li>• No marks needed for parents to wait as they will be social distancing on the rec. and children will be dismissed from the playground. Children will social distance in the line – arms-length apart</li> <li>• Parents will be asked to drop off and collect their children from the gate on the rec. and that only one parent accompanies their child/children to school</li> <li>• Signage is in place at the front of the school</li> </ul>

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Changes to school routine cause vehicular and pedestrian traffic management issues.	<ul style="list-style-type: none"> <li>• Encourage parents to walk/cycle to school with children.</li> <li>• Stagger drop off / pick up times.</li> <li>• Minimise vehicles on site</li> <li>• Review traffic management risk assessment where changes to start/end of day apply.</li> <li>• Staff on duty to supervise.</li> </ul>	<p>to remind parents to use the rec. entrance</p> <ul style="list-style-type: none"> <li>• All parents/pupils will need to walk across the rec. to access the school. <b>Suggest to parents that children wear wellies to school and change into shoes in school</b></li> <li>• See above</li> <li>• Only staff cars will be on site</li> <li>• N/A</li> <li>• N/A</li> </ul>
<p><b>2. Maintaining distancing and reducing contact – internal areas and play areas</b></p>		
Pupil numbers and room sizes impede the means to reduce contact	<ul style="list-style-type: none"> <li>• Where practical, arrangements will aim to reduce contact and maximise distancing between pupils and staff; and between staff themselves.</li> <li>• Pupils will reduce contact by being grouped together. For primary schools this is likely to be in class sized groups. For secondary schools this may be in up to year sized groups.</li> <li>• Record the names of pupils in each group, and any close contact that takes places between children and staff in different groups.</li> <li>• Remove excess furniture to safe storage areas to increase space.</li> <li>• Desks to be spaced out as far as possible but do not impede fire escape routes and exits.</li> <li>• All desks to face forward with pupils sat</li> </ul>	<ul style="list-style-type: none"> <li>• Children will remain in class bubbles and staff allocated to bubbles who will be based in the bubble although in line with DfE guidance <i>'All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable'</i></li> <li>• All staff/pupil groups will be recorded</li> <li>• Any excess furniture will be stored in the group room</li> <li>• DfE Guidance 2/7/20 says <i>'schools should make small adaptations to the classroom to support distancing where possible'</i> p15</li> <li>• All desks will face forward and pupils will</li> </ul>

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	<p>side by side.</p> <ul style="list-style-type: none"> <li>• Floor markings to illustrate 2m areas around teaching positions.</li>   <li>• Children to remain at their desks when in the room.</li> <li>• Children to use the same desk each day.</li> <li>• Lessons planned for individual work as opposed to close group work.</li>   <li>• Distancing and reducing contact to be explained to children with regular reminders.</li>   <li>• Signage/Posters in each classroom.</li> <li>• Consider the use of school grounds / local environment to extend the range of teaching spaces available</li> <li>• Staff to supervise and enforce measures.</li> <li>• The wearing of any PPE is not considered a necessary control measure except where set out specifically in this risk assessment for first aid or medical attention needs.</li> <li>• Ventilation improved where practicable by having windows open.</li> </ul>	<p>sit side by side</p> <ul style="list-style-type: none"> <li>• There will be no 2m floor markings in classrooms, children/staff will be 1m+ apart where possible but we recognise that with very young children this will not always be possible but hand washing/sanitising will be a key feature of classroom practice e.g. <b>on entry to school, after break, before and after eating, before moving to a different room etc.</b></li> <li>• Children will remain at the same desk in the classroom and in line with DfE guidance will work individually at their table. Young children will need regular breaks and continuous provision including access to play equipment.</li> <li>• All children will be taught the new school rules linked to social distancing and hygiene that go alongside existing rules. The new rules will be sent home in advance of the children returning to school. <b>Children will be regularly reminded of these rules</b></li> <li>• Signage around the school is in place, staff will all remind and reinforce school rules</li> <li>• The playground, ball court, garden and rec. will all be used as teaching spaces</li>   <li>• In line with guidance PPE will be worn in school if a child becomes ill with Covid-19 symptoms and a 2m distance cannot be maintained</li> <li>• <b>High level windows will remain open and low level windows opened at break times</b></li> </ul>

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		<p>to 'purge the air in the space'. Children will be encouraged to wear an extra jumper/fleece if they feel the cold.</p>
<p>Number of pupils and staff moving around the school impede the means to distance and reduce contact in corridors and other communal spaces</p>	<ul style="list-style-type: none"> <li>• Minimise movements of whole groups and individuals outside of the classroom.</li> <li>• Use of a one-way system around the school.</li> <li>• A 'walk on the left' policy if one-way not practicable.</li> <li>• Consider using the pathways around the perimeter of the building to assist with circulation (weather and site layout dependent).</li> <li>• Lane markings on floor and distancing markings in areas where queuing is likely.</li> <li>• Areas not in use to be closed off (not escape routes).</li> <li>• Children to keep coats, bags, lunchboxes etc with them in the classroom (under desks) or in suitable storage area.</li> <li>• Signage.</li>   <li>• School assemblies to be completed electronically</li> <li>• Acts of worship and other typically communal events to take place in groups (not whole school)</li> <li>• Minimise staff mixing across bubbles in the staff room</li> </ul>	<ul style="list-style-type: none"> <li>• Almost all activities will take place in the classroom or outside</li> <li>• This is not possible</li>   <li>• Children will be taught to walk on the left in corridors</li> <li>• N/A</li>   <li>• Only one child to wait outside the toilet at any one time</li> <li>• All areas of the school will be open</li>   <li>• Ash, Beech, Chestnut and Sycamore will store coats and lunch boxes in the cloakroom areas in their classrooms. Oak will use the cloakroom just outside of their classroom and Willow class will use the changing room. The changing room will be for Willow's sole use and not be used for changing for PE.</li> <li>• Activities such as assemblies and singing will take place in class bubbles</li>   <li>• Staff to remain socially distanced in the staffroom and to avoid prolonged use of it with staff who are not in their bubble(s)</li> <li>• Where staff/visitors are unable to social</li> </ul>

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<p>Number of pupils and size of space impede the means to distance and reduce contact when using toilets</p>	<ul style="list-style-type: none"> <li>• Apply a maximum number of pupils in toilet rule to maintain distancing and reduce contact.</li> <li>• Where practicable avoid different groups using the same facilities at the same time.</li> <li>• Distance markings on floor in queuing area</li> </ul>	<p>distance they need to wear a face mask.</p> <ul style="list-style-type: none"> <li>• <b>One</b> child at a time to use the KS2 toilets and a maximum of <b>two</b> to use the KS1 toilets</li> <li>• Children in KS2 will need to have access to the KS1 toilets at break time and lunch time</li> <li>• One child at a time can queue outside of the toilets</li> </ul>
<p>Number of pupils and available space impede the means to distance and reduce contact at breaktime and lunchtime</p>	<ul style="list-style-type: none"> <li>• Staggered break and lunch times.</li> <li>• Allocated play areas for each group.</li> <li>• Consider zoning of play areas using markings / cones to reinforce distancing.</li> <li>• Limit use of outdoor play equipment to designated groups at fixed periods</li> <li>• Games which encourage distancing and reduce contact.</li> <li>• Staff supervision to maintain standards.</li> <li>• Any crockery/cutlery used must be cleaned thoroughly.</li> </ul>	<ul style="list-style-type: none"> <li>• Start and finish times will be staggered</li> </ul> <p><b>Break</b></p> <ul style="list-style-type: none"> <li>➤ Ash 10:15 – 10:30 Playground</li> <li>➤ Oak 10:15 – 10:30 Garden</li> <li>➤ Willow 10:30 – 10:45 Playground</li> <li>➤ Beech 10:30 - Garden</li> <li>➤ Chestnut 10:45 – 11:00 Playground</li> <li>➤ Sycamore 10:45 – 11:00 Garden</li> </ul> <p><b>Lunch</b></p> <ul style="list-style-type: none"> <li>➤ Beech 11:50 – 12:20 Garden</li> <li>➤ Oak 11:50 – 12:20 Playground</li> <li>➤ Willow 12:20 – 12:50 Garden</li> <li>➤ Ash 12:20 – 12:50 Playground</li> <li>➤ Chestnut 12:50 – 1:20 Garden</li> <li>➤ Sycamore 12:50 – 1:20 Playground</li> </ul> <ul style="list-style-type: none"> <li>• Each class to have their own outdoor play equipment to use at break times</li> <li>• Children will play within their bubble</li> <li>• Break and lunchtime will be supervised by the bubble staff</li> <li>• Parents will be asked to provide any cutlery needed for packed lunches all school crockery and cutlery will be washed in a dish washer</li> </ul>

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	<ul style="list-style-type: none"> <li>Catering contractors and other food provision has been subject to specific risk assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Compass will be asked to provide their risk assessment for school lunches</li> </ul>
<p>Number of staff and size of staff rest spaces impede the means to distance and reduce contact</p>	<ul style="list-style-type: none"> <li>Removal of furniture to create more space.</li> <li>Removal of communal equipment (mugs etc)</li> <li>Staggered break times for staff.</li> <li>Repurpose unused spaces for additional staff rooms.</li> <li>Staff toilets to enforce 2m distancing.</li> </ul>	<ul style="list-style-type: none"> <li>Any furniture not needed in classrooms will be stored in the group room</li> <li>Staff will be encouraged to use one mug and be responsible for that mug</li> <li>Break times for staff are linked to their bubble break times so automatically staggered</li> <li>There is no additional space</li> <li>N/A</li> </ul>
<p><b>3. Hygiene and Cleaning</b></p>	<p><u><a href="#">Guidance on cleaning non-healthcare settings</a></u></p>	
<p>Cleaning staff levels are insufficient to deliver enhanced cleaning regime.</p>	<ul style="list-style-type: none"> <li>Confirm available cleaning staffing levels before wider opening.</li> <li>Use of contractors or other school staff for additional cleaning.</li> </ul>	<ul style="list-style-type: none"> <li>Any lapses in the cleaning regime to be recorded in the cleaners green book so they can rectify them and if not rectified reported to Direct Cleaning</li> <li>Teachers and TAs are responsible for ensuring that hygiene levels are maintained during the day and that equipment is regularly cleaned</li> <li>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different</li> </ul>



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	<ul style="list-style-type: none"> <li>• Agree the new cleaning requirements and additional hours for this.</li> <li>• PPE to be worn by cleaning staff as dictated by risk assessment.</li> </ul>	<p><b>bubbles.</b></p> <ul style="list-style-type: none"> <li>• Cleaning regime in place</li> <li>• <i>See local applied measures</i> – to be used if a child has suspected Covid-19 and a 2m distance can't be maintained</li> </ul>
<p>Insufficient handwashing and hygiene facilities increase the risk of transmission.</p>	<ul style="list-style-type: none"> <li>• Children to handwash on entry to school, before and after each break and lunch, on changing classrooms, leaving school and after using toilet.</li> <li>• Ensure supplies of suitable soap. Skin friendly cleaning wipes can be used as an alternative</li> <li>• Extra signage to encourage washing hands.</li> <li>• Ensure help is available for children who cannot clean their hands independently.</li> <li>• Hand gel dispensers at strategic locations around the site to complement handwashing facilities.</li> <li>• Supplies of tissues and lidded bins in each teaching space and classroom.</li> <li>• Promotion of the 'Catch it, Bin it, Kill it' campaign to pupils and staff.</li> <li>• Resources are rotated or left to de-contaminate for 48 hours (or 72 hours if plastic) if being used by different groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular reminders and teaching about the importance of hand washing to be part of classroom practice.</li> <li>• Supplies of suitable soap are in place</li> <li>• In place</li> <li>• This will be in place for the reception in take in September</li> <li>• In place</li> <li>• In place</li> <li>• In place</li> <li>• Most resources will be used by one class. Laptops and iPads will be wiped with the wipes on top of the trolley before being replaced. Any shared resources will be left for 48 – 72 hrs.</li> </ul>
<p>Exposure to new hazardous substances (products)</p>	<ul style="list-style-type: none"> <li>• COSHH assessment to be carried out for any new cleaning/sanitising products in use.</li> <li>• Additional cleaning staff to be made aware of the COSHH risk assessments.</li> <li>• Appropriate storage of hazardous</li> </ul>	<ul style="list-style-type: none"> <li>• COSHH assessments all in place for current cleaning products and stored in the cleaners cupboard</li> <li>• All cleaning products are stored in the</li> </ul>

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	substances. <ul style="list-style-type: none"> <li>Material data sheets to be made available for new and existing products.</li> </ul>	cleaners cupboard
<b>4. Site and Buildings</b>	<b><a href="#">DfE Guidance on school premises management</a></b>	
Visitors/contractors/suppliers on site increase the risk of transmission.	<ul style="list-style-type: none"> <li>Site visits only by pre-arrangement.</li> <li>A record of some visitors must be kept for 21 days <a href="#">specific guidance</a></li> <li>2m exclusion zones/markings in Reception areas.</li> <li>Information/signage for visitors informing them of the infection control procedures.</li> <li>Deliveries and visits outside of school opening hours where possible.</li> <li>Provision of hand sanitiser at main school entrance.</li> <li>Process for the acceptance of deliveries required i.e. area where deliveries can be safely left.</li> </ul>	<ul style="list-style-type: none"> <li>In place</li> <li>A record of visitors is in place</li> <li>Reception area has a glass screen so no tape needed</li> <li>In place</li> <li>In place</li> <li>In place</li> <li>In place, normal procedures will apply</li> </ul>
Changes affect normal emergency procedures.	<ul style="list-style-type: none"> <li>Review of fire assembly points to accommodate reduced contact and distancing where practicable.</li> <li>Fire drill practice to train new arrangements.</li> <li>Other contingency emergency plans to be reviewed including lockdown procedures, major disruption through loss of services, gas leak etc.</li> </ul>	<ul style="list-style-type: none"> <li>Fire evacuation procedures will remain the same with the meeting point on the rec.</li> <li>Fire drill to be planned for term 1</li> <li>Current procedures to be used</li> </ul>
Site security is compromised by new arrangements.	<ul style="list-style-type: none"> <li>Normal security standards will apply, doors which may be used for drop-off/pick up should then be closed during the school day (and locked if not fire doors).</li> <li>Additional ventilation via open doors and windows should not occur in unoccupied parts of the site.</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> <li>Windows will be opened but outside doors will remain closed so the building remains secure</li> </ul>

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Building checks not taken place	All usual building checks are to be undertaken as normal including flushing of water outlets, schedules of preventative maintenance, portable appliance testing and asbestos monitoring.	<ul style="list-style-type: none"> <li>• In place</li> </ul>
<b>5. Equipment and furniture</b>		
Shared play equipment increases the risk of transmission.	<ul style="list-style-type: none"> <li>• Individual items of play equipment and other shared items used for teaching are to be cleaned between each use by each group.</li> </ul>	<ul style="list-style-type: none"> <li>• Play equipment will be used by the bubble only and cleaned frequently by TAs</li> </ul>
Shared equipment, fittings and resources increase the risk of transmission.	<ul style="list-style-type: none"> <li>• Handwashing before and after each lesson.</li> <li>• Remove unnecessary items from the classrooms and store elsewhere.</li> <li>• Cleaning regime for door handles, press to exit buttons, communal surfaces.</li> <li>• Children asked to bring in own stationery or have allocated, named, packs of stationery per child.</li> <li>• Resources and surfaces to be cleaned each night.</li> <li>• Lessons planned so sharing of resources in minimised.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and TAs need to ensure that regular hand washing is part of classroom practice</li> <li>• TAs to be responsible for regular cleaning of these areas in their bubble</li> <li>• Stationery packs to be allocated to children</li> <li>• Normal cleaning regime will apply</li> <li>• In place</li> </ul>
Increased manual handling tasks increase the risk of musculoskeletal injuries.	<ul style="list-style-type: none"> <li>• Staff must not attempt to move large or heavy items unless they are fit to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to work together to move/carry furniture</li> </ul>
<b>6. Health and Wellbeing</b>		
Inadequate staffing levels create supervision or safeguarding issues.	<ul style="list-style-type: none"> <li>• Carry out an audit of all staff availability and review it regularly.</li> <li>• Introduce a process for staff to inform you if their health situation changes.</li> <li>• If there is a shortage of teachers consider use of suitably qualified TAs to lead a group and maintain ratios.</li> <li>• Use of staff from other schools (by</li> </ul>	<ul style="list-style-type: none"> <li>• Completed</li> <li>• In place – see staff handbook</li> <li>• In place</li> <li>• Not needed</li> </ul>

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Vulnerable / Extremely vulnerable children at higher risk of infection.	<ul style="list-style-type: none"> <li>Parents should follow current medical/government advice if their child is in this category.</li> </ul>	<ul style="list-style-type: none"> <li>Clinically extremely vulnerable children are advised to shield at home until further notice from the government and NHS</li> </ul>
Person becomes unwell with Covid-19 symptoms in school	<ul style="list-style-type: none"> <li>Move to a pre-designated room where person can be isolated, with adult supervision if a child.</li> <li>Ventilate the room if possible.</li> <li>PPE should be worn if contact is required.</li> <li>Inform parent/carer to arrange collection.</li> <li>Cleaning regime after each usage of the space.</li> <li>Follow the advice from health protection team</li> </ul>	<ul style="list-style-type: none"> <li>Move the child to the music room</li> <li>Ensure window is opened</li> <li>PPE to be worn if contact with the child is needed or a distance of 2m can't be maintained</li> <li>Space to be cleaned thoroughly</li> <li>Child to be collected by parent asap and a test booked asap. A Covid-19 test kit can be given if this isn't possible.</li> </ul>
Outbreak of Covid-19 within the school (defined as more than two confirmed cases within a fortnight)	<ul style="list-style-type: none"> <li>Senior leaders have awareness of the PHE "local outbreak management plan"</li> <li>Local school management plan is in place and relevant staff have been made aware</li> <li>Remote education plans in place</li> </ul>	<ul style="list-style-type: none"> <li>Yes</li> <li>Yes</li> <li>Yes – resume lockdown system for home learning</li> </ul>
Staff wellbeing affected by the working experience.	<ul style="list-style-type: none"> <li>Staff risk assessment tool being used to assess those in higher risk groups.</li> <li>Staff aware of risk assessment process and able to contribute.</li> <li>Staff meetings and communication.</li> <li>Defined wellbeing support measures for staff.</li> <li>Designated staff rest areas.</li> </ul>	<ul style="list-style-type: none"> <li>Awaiting further guidance for H&amp;S and Occupational Health</li> </ul>
Volunteer wellbeing affected by the working experience	<ul style="list-style-type: none"> <li>Volunteers will be treated in the same way as school staff and provided with the same information, instruction, training and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Volunteers won't be used in school initially until procedures in school are established and there is the capacity to train them</li> </ul>

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	<ul style="list-style-type: none"> <li>Volunteers will be included in regular communications and be given the opportunity to feedback any concerns.</li> </ul>	
<p>COVID-19 is transmitted asymptotically</p>	<ul style="list-style-type: none"> <li>All staff are strongly encouraged to self-test twice weekly for COVID-19 using a lateral flow device (LFD)</li> </ul>	<ul style="list-style-type: none"> <li>Staff all have different days to self-test three and four days apart. The results are reported to NHS Test and Trace and the headteacher within 24hrs of taking the test</li> <li>Peripatetic music teachers to participate in the twice weekly testing using LFDs.</li> </ul>
<p>Pupil wellbeing is impacted by the current situation causing physical and mental ill health.</p> <p><a href="#">School Effectiveness guidance on Right Choice</a></p>	<ul style="list-style-type: none"> <li>Children to have allocated teacher and TA where possible.</li> <li>Reduced time in school to ensure transition from home to school is successful.</li> <li>Curriculum to support children’s well-being.</li> <li>Provide opportunities to talk about their experiences/concerns.</li> <li>Pastoral activities.</li> </ul>	<ul style="list-style-type: none"> <li>All children will have an allocated teacher(s) and TA(s) in their bubble</li> <li>Plan activities that will enable children to get used to being back in school and in a classroom environment with learning breaks</li> <li>Opportunities to talk about lockdown and their experiences to be built into curriculum planning when the children return to school in September</li> <li>ELSA sessions to be used to help children who need additional support</li> </ul>
<p>First aid provision</p>	<ul style="list-style-type: none"> <li>Ensure all staff know First Aiders on site if less than normal.</li> <li>If provision is less than usual, minimise hazardous activities which may result in injury.</li> <li>Ensure a supply of PPE is available for provision of first aid and use and dispose of accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>Lists of first aiders around the school</li> <li>Provision will be as usual</li> <li>PPE is stored in the disabled toilet and in the changing room.</li> </ul>
<p>Pupils with special medical needs (administering medication)</p>	<ul style="list-style-type: none"> <li>Required number of competent staff on site</li> <li>Staff training up to date</li> <li>Alternative arrangements in place if staff training/competence has lapsed.</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

RISK	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
<p>1:1 teaching, physical restraint and children with SEND or EHC plans are adversely affected by the current situation.</p>	<ul style="list-style-type: none"> <li>• Individual <a href="#">risk assessments</a> of children with behavioural difficulties.</li> <li>• Ensure a supply of PPE is available based on need.</li> <li>• Reduced timetable or consideration of other solutions if child's behaviour puts staff at risk.</li> <li>• 1:1 teaching to be done with reduced contact.</li> </ul>	<ul style="list-style-type: none"> <li>• In place</li> <li>• In place</li> <li>• In place</li> <li>• In place as far as possible</li> </ul>
<p><b>7. Risk assessments and Policies</b></p>		
<p>Standard risk assessments do not take account of additional covid-19 risks</p>	<ul style="list-style-type: none"> <li>• Ensure all work environments and teaching/learning activities have been subjected to risk assessments in line with conventional H&amp;S requirements.</li> <li>• Review and where necessary update all risk assessments with additional control measures to counter any significant infection transmission risk</li> <li>• Pay particular attention to curriculum areas and activities being resumed for the first time since school restrictions were introduced</li> <li>• LoTC activities are restricted to non-residential activities and are subject to the usual process of risk assessment and authorisation.</li> <li>• One -off activities such as PTA and other fundraising events, firework displays etc will be subject to separate risk assessment.</li> <li>• Lettings of facilities will be subject to separate risk assessment.</li> <li>• School clubs, Breakfast clubs and after-school provision are subject to a separate risk assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• In place</li> <li>• Nicola Phillips to review, especially risk assessments such as the Selwyn Hall</li> <li>• N/A</li> <li>• Review guidance later in the term so a decision can be made about the Yr 6 visit to Stackpole in January 2021</li> <li>• Risk assessment process in place</li> <li>• N/A</li> <li>• Before and after school provision is off site</li> </ul>

RISK	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
	<ul style="list-style-type: none"> <li>Behaviour policy amended to reflect covid-19 protocols.</li> </ul>	<ul style="list-style-type: none"> <li>Additional school rules in place during the Covid-19 pandemic</li> </ul>
<b>8. Monitoring</b>		
Control measures set out in this risk assessment do not prove effective  Levels of compliance are inadequate	<ul style="list-style-type: none"> <li>Named school staff will monitor the application and effectiveness of the control measures set out within this risk assessment, and the level of compliance by staff, visitors and pupils</li> <li>Non-compliance will be addressed immediately</li> <li>Regular communication with staff on the outcomes of the monitoring</li> <li>LA H&amp;S Advisers are able to visit the school site to assess compliance</li> </ul>	<ul style="list-style-type: none"> <li>Jo French and Nicola Phillips</li> </ul>
<b>9. Other risks – specific to your school</b>		
Please add details of any other relevant covid-19 risks presented by circumstances that are relevant to your school site and activities but are not covered by Items 1-8.  Also add activities such as swimming and indoor gyms as and when restrictions are lifted.		

I confirm that the above is a suitable and sufficient risk assessment based on current information. The risk assessment will be reviewed on a regular basis and whenever anything significant changes. All relevant parties will be informed of the outcomes of this risk assessment.

<b>Name of Headteacher</b>	<b>Jo French</b>	
<b>Signature of Headteacher</b>		<b>Date: 10/07/20</b>
<b>Name of Chair of Governors / Trustees</b>	<b>Rob Price</b>	
<b>Signature of Chair of Governors / Trustees</b>		<b>Date: 10/07/20</b>
<b>Date of review</b>	3/1/21	

### **Prevention**

#### **You must always:**

- 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
- 2) Ensure face coverings are used in recommended circumstances.
- 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.
- 4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Consider how to minimise contact across the site and maintain social distancing wherever possible.
- 7) Keep occupied spaces well ventilated.

#### **In specific circumstances:**

- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
- 9) Promote and engage in asymptomatic testing, where available.

### **Response to any infection**

#### **You must always:**

- 10) Promote and engage with the NHS Test and Trace process.
- 11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
- 12) Contain any outbreak by following local health protection team advice.

## **Extra School Rules during the Coronavirus Pandemic**

- Follow our school rules
- Say goodbye to the adult bringing you to school at the rec. gate.
- Wash your hands as soon as you come into school, before you eat, after playtime and before you use equipment that other people will touch.



- Stay in your bubble at all times.
- Stay in your place in the classroom unless you are told you can move
- Only bring essentials to school e.g. lunch, water bottle, coat and book bag
- Use the outside doors to the classrooms as much as possible and avoid using the corridors
- Only one person can go into any of the toilets at a time and only one person may queue outside of the toilet
- Cough or sneeze into your elbow or a tissue ('catch it, bin it, kill it') and then wash your hands
- Avoid touching your mouth, nose and eyes with hands
- Tell an adult if you don't feel well.
- Only play in the area you have been told to play in. Do not mix with anyone from another bubble.
- When you are not in school make sure that you complete your home learning