

School Covid 19 Risk Assessment – June 2021



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| Name of School | King's Lodge School |
| Name of Headteacher | Kim Spencer |
| Assessment completed by | Kim Spencer |
| Assessment date | Original date - 18/5/2020 –reviewed on the following dates 27.5.20/14.7.20/1.9.20/11.9.209.10.20 16.11.20 ,3.01.2021 / 4.02.21/3 rd March 2021/ May 17th 9.10.20 16.11.20 ,3.01.2021 , 4.02.21 Latest version 9.06.21 |

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, vis and pupils who may be unfamiliar with the site.

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

Useful links:

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

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

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

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

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

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

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

| RISK FACTORS | CONTROL MEASURES TO CONSIDER | LOCAL APPLICATION OF MEASURES |
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| Symptomatic or other high-risk personnel attending school site | | |
| | <p>Staff, pupils, contractors and visitors must not attend the school site if they have any of the Covid-19 symptoms as below or are required to be in self-isolation or travel quarantine.</p> <ul style="list-style-type: none"> • a high temperature • a new, continuous cough • a loss of, or change to, your sense of smell or taste | |
| 1. Maintaining distancing and reducing contact – entrance and exit routes | | |
| 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 | <ul style="list-style-type: none"> • Arrange separate ‘holding’ areas for each group to minimise contact (ideally these should be outside if weather permits) • Encourage parents to make other arrangements for travel to/from school other than school transport. • Staff on duty to supervise • Signage at school transport pick up/drop off point | No school transport liaison required as no child uses it |
| Numbers of parents and children at entrances and exits impede social distancing. | <ul style="list-style-type: none"> • Instructions for parents/carers on distancing rules on site. • Staggered start/finish times for different groups. • Markers on floor for children and parents to wait. Ensure markings do not create slip/trip hazard • Use of different entrances/exits for different groups. • Only one parent/carer to accompany child. • Staff on duty to supervise. • Signage. | <p>1 parent per child that needs accompanying to school</p> <p>We have 3 main gates and different areas are allocated to parents entering the school site.</p> <ul style="list-style-type: none"> • Mapped and given to parents in advance • Staff will be on duty to guide people <p>Each parent to hold their child’s hand with no children to be running around including siblings accompanying parents</p> <p>Each parent must keep to 2 m apart at all times with no socialising within the school grounds</p> <p>Parents can bring their child to school within a time frame that suits them linked to all children within the same family.</p> <p>Each year group will have a different entrance</p> |

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| | | <p>Staff members on playground to welcome each child and direct to the TA at the classroom door for years 1 & 2. Children who do not want to enter will be asked to move forward and another member of staff will talk to parents. Staff to keep the flow of people moving.</p> <p>Year 3 & 4 children can enter the playground without parents immediately they can see teacher on duty the parents can leave the site.</p> <p>Year 5 and 6 children to attend wherever possible without an adult on the school grounds and a letter to state this has been sent on several occasions Staggered start and finish times have been set and sent to parents along with reminders. Children leave school at the time of the earliest child's finish if they have siblings.</p> <p>Parents who are bringing their children on to the school site have been asked to wear masks. SLT on outdoor duty at drop off and pick up times to wear masks</p> |
| <p>Changes to school routine cause vehicular and pedestrian traffic management issues.</p> | <ul style="list-style-type: none"> • Encourage parents to walk/cycle to school with children. • Stagger drop off / pick up times. • Minimise vehicles on site • Review traffic management risk assessment where changes to start/end of day apply. • Staff on duty to supervise. | <p>Drop off times are staggered in line and agreement with teachers</p> <p>No cars on site for any child unless parent has a blue badge or EHCP and permission from school – currently 3 children</p> <p>Staff members on duty at entrances to encourage children in straight away</p> <p>There are more cars waiting outside the school and staff discuss road safety with the children and monitor the situation when they are outside.</p> |

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| <p>2. Maintaining distancing and reducing contact – internal areas and play areas</p> | | |
| <p>Pupil numbers and room sizes impede the means to reduce contact</p> | <ul style="list-style-type: none"> • Where practical, arrangements will aim to reduce contact and maximise distancing between pupils and staff; and between staff themselves. • Pupils can reduce contact by being grouped together. For primary schools this is likely to be in class sized groups. For secondary schools this may be in upto year sized groups. • Record the names of pupils in each group, and any close contact that takes places between children and staff in different groups. • Remove excess furniture to safe storage areas to increase space. • Desks to be spaced out as far as possible but do not impede fire escape routes and exits. • All desks to face forward with pupils sat side by side. • Floor markings to illustrate 2m areas around teaching positions. • Children to remain at their desks when in the room. • Children to use the same desk each day. • Lessons planned for individual work as opposed to close group work. • Distancing and reducing contact to be explained to children with regular reminders. • Signage/Posters in each classroom. • Consider the use of school grounds / local environment to extend the range of teaching spaces available • Staff to supervise and enforce measures. • 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. | <p>In our Early years the 52 children will be considered to be one bubble with their adults All other children will be in a class bubble of between 25-35 Adults can move between bubbles but this should be kept to a minimum A register of adult movements will be placed outside each room and any adult having contact with that bubble for 15 minutes or more must register themselves on the sheet. These will be changed weekly and kept for tracking purposes 21 days</p> <p>All soft furnishings are removed from classrooms Desks will be placed in rows with 2 children at one table facing forwards for children in year1-6 The teacher’s area will be clearly demarcated in some way that will be discussed with the children in each class. Teachers may move children into a small group for personalised learning Adults working closely with children encouraged to wear a face shield Teachers encouraged to wear face shields when working closely with children– all provided if they want them Children in year 1 through to 6 will be seated in rows whilst in the classrooms and in Early years Reception will be encouraged to keep their distance – rooms set up and an ongoing movement of furniture etc will be possible in line with teachers</p> |

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| | <ul style="list-style-type: none"> Ventilation improved where practicable by having windows open. | <p>and TAs. Each child will sit in the same place each day.</p> <p>Some children with additional needs and EHCPs will have more than 1 seating area and may be working in a corridor work space at times</p> <p>Lesson planning will be based on independent work</p> <p>The explicit teaching of new expectations will take place</p> <ul style="list-style-type: none"> - Distances to remain from each other - Reasons why we are doing this - Expectation of staying in the seat - Use of own equipment and NOT asking to borrow anyone else's - Behaviour expectations up in the rooms clearly on display and focused on regularly - Staff MUST enforce the new measures and must be firm about taking minutes off playtime if children do not listen after being repeatedly told - Behaviour policy on website and children to be introduced to it on Tuesday 2nd Sept - At break times children play in their bubbles - Distancing between children is encouraged at all times - Remote learning policy in place and shared - All teachers monitoring uptake and engagement |
| <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"> Minimise movements of whole groups and individuals outside of the classroom. Use of a one-way system around the school. A 'walk on the left' policy if one-way not practicable. | <p>No child should be in a corridor unless supervised</p> <p>Children to remain in classrooms unless needing the toilet at their end of the corridor</p> <p>All children's items kept at their desk</p> |

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| | <ul style="list-style-type: none"> • Consider using the pathways around the perimeter of the building to assist with circulation (weather and site layout dependent). • Lane markings on floor and distancing markings in areas where queuing is likely. • Areas not in use to be closed off (not escape routes). • Children to keep coats, bags, lunchboxes etc with them in the classroom (under desks) or in suitable storage area. • Signage. • School assemblies to be completed electronically • Acts of worship and other typically communal events to take place in groups (not whole school) • Face coverings to be worn by adults in Primary schools in areas where distancing cannot be maintained indoors but outside of the classroom. | <p>NO back packs allowed in school – minimal equipment at all times reduces movement to lockers etc</p> <p>Assemblies will be in the classes</p> <p>Parents and children to be encouraged through letters and discussion to use the pathways to socially distance and prevent pinch points</p> <p>Adults in corridors should carry a mask and put it on if others appear in groups of more than 3 or unless they meet a class of children</p> <p>No masks required if sitting to eat or drink</p> <p>all assemblies are electronic – no large gatherings or movements at the same time</p> |
| <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"> • Apply a maximum number of pupils in toilet rule to maintain distancing and reduce contact. • Where practicable avoid different groups using the same facilities at the same time. • Distance markings on floor in queuing area | <p>2 children allowed in the toilets at a time – if cubicle doors are closed the child must return to the class room or 1 person can wait outside the main toilet door</p> <p>All children to use a cubicle then main door can be propped open – no use of urinals for the boys</p> <p>Each area has its own set of toilets year 5&6 have double doors between them and the year 3&4 children/toilets</p> <p>KS1 classrooms have their sets of toilets allocated</p> <p>EY toilets are per class not set in boys and girls</p> <p>Minimal queuing of 2 people only</p> |
| <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"> • Staggered break and lunch times. • Allocated play areas for each group. • Consider zoning of play areas using markings / cones to reinforce distancing. | <p>Staggered break times in 1 of the many areas of the school grounds</p> <p>Staggered lunch with hot meals being delivered to classrooms initially in KS1 on trolley KS2 children</p> |

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| | <ul style="list-style-type: none"> • Limit use of outdoor play equipment to designated groups at fixed periods • Games which encourage distancing and reduce contact. • Staff supervision to maintain standards. • Catering contractors and other food provision has been subject to specific risk assessment. | <p>are collected to carry their own dinners from the hall in small groups</p> <p>Packed lunches to be eaten in class with hot dinners now that the weather has changed</p> <p>Teaching assistants wipe down the tables when finished</p> <p>Teaching of games to keep children active and aware of rules and what can be done has taken place</p> <p>All crockery washed and put through steamer/ industrial dishwasher for those with hot dinners provided by school</p> <p>All packed lunch wrappers must be returned home</p> <p>Kitchen staff and MDSAs wear gloves and aprons when serving food</p> <p>Parents have been asked to provide wellington boots to keep in school in order to allow children outdoor access during bad weather</p> <p>Wooden play equipment is on a rota basis</p> |
| <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"> • Removal of furniture to create more space. • Removal of communal equipment (mugs etc) • Staggered break times for staff. • Repurpose unused spaces for additional staff rooms. • Staff toilets to enforce 2m distancing. | <p>Teachers to set up rest and eating areas as they want with full options to make decisions that make them feel as safe as they can</p> <p>Each teacher to have their own mug to be responsible for – no communal items is suggested but not mandatory each member to decide for themselves</p> <p>Be aware that water boiler handle is being used by everyone so wipe after use or use a paper towel to use</p> |

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| | | <p>Within the staff toilets each individual takes responsibility for door use and cleanliness – but this will be cleaned at midday and nightly by cleaning staff with a focus all around the school on door handles</p> <p>Wet wipes at the toilet door for opening doors with</p> <p>Staff may use the flowing spaces to sit and eat and socialise:</p> <ul style="list-style-type: none"> • Staff room • Corridor outside the staff room • Outside back staff room door when warm enough <p>Staff should remain 2 metres from others wherever they choose to sit</p> |
| Other | <ul style="list-style-type: none"> • All teachers and other staff can operate across different groups but must continue to maintain distance from pupils and other staff as much as possible. • Mixing of volunteers across groups should be kept to a minimum, and they should remain two metres from pupils and staff where possible. • Schools should work closely with any external wraparound providers which pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same group they are in during the school day. • Schools should not host any performances with an audience and follow latest guidance for music, dance and drama (within the main guidance for schools Feb 2021). | <p>Register of adults that work or enter a bubble for 15 mins are to be kept at the door to each classroom to enable track and trace easily</p> <p>No volunteers in school this term</p> <p>Wrap around is being run by KLS staff in the mobile classroom</p> <p>Children to be bubbled in</p> <p>EY</p> <p>KS1</p> <p>3/4</p> <p>5/6 groups</p> |

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| 3. Hygiene and Cleaning | Guidance on cleaning non-healthcare settings | |
| Cleaning staff levels are insufficient to deliver enhanced cleaning regime. | <ul style="list-style-type: none"> • Confirm available cleaning staffing levels before wider opening. • Use of contractors or other school staff for additional cleaning. • Agree the new cleaning requirements and additional hours for this. • PPE to be worn by cleaning staff as dictated by risk assessment. • Leaving of resources to de-contaminate for 72 hours if possible. | <p>All cleaning hours are covered through Green machine staff and disinfectant solution purchased within this contract</p> <p>Cleaning – all rooms have been cleaned in line with guidance</p> <p>Gloves are worn by cleaners as dictated by their company and plastic over aprons have been requested</p> <p>Cleaners wearing masks</p> <p>Head has discussed with all cleaners the focus for key touch areas to be done and the rooms that no longer need daily cleaning due to not being used – therefore more time for high usage areas</p> <p>Each classroom has wet wipes and a disinfectant spray and paper towel for use as appropriate by all staff members</p> |
| Insufficient handwashing and hygiene facilities increase the risk of transmission. | <ul style="list-style-type: none"> • Children to handwash on entry to school, before and after each break and lunch, on changing classrooms, leaving school and after using toilet. • Ensure supplies of suitable soap. Skin friendly cleaning wipes can be used as an alternative • Extra signage to encourage washing hands. • Ensure help is available for children who cannot clean their hands independently. • Hand gel dispensers at strategic locations around the site to complement handwashing facilities. • Supplies of tissues and lidded bins in each teaching space and classroom. • Promotion of the ‘Catch it, Bin it, Kill it’ campaign to pupils and staff. | <p>Hand gel available in all rooms</p> <p>Hand gel available at front door of school</p> <p>Hand gel available in classrooms</p> <p>UNICEF does not recommend still water for hand washing but running water should be used</p> <p>UNICEF says that cold water is equally as effective as warm water and the soap is the effective and active element</p> <ul style="list-style-type: none"> • Children wash hands or sanitise on entering school • Children wash hands or sanitise before snack • Children wash hands or sanitise when returning from break |

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| | | <ul style="list-style-type: none"> • Children wash hands or sanitise before lunch • Children wash or sanitise on return from lunch • Children will wash or sanitise at other times during the day depending on the learning activities that they have been a part of Plenty of soap and hand towels are available Lidded foot pedal bins in each room for tissues |
| Exposure to new hazardous substances (products) | <ul style="list-style-type: none"> • COSHH assessment to be carried out for any new cleaning/sanitising products in use. • Additional cleaning staff to be made aware of the COSHH risk assessments. • Appropriate storage of hazardous substances. • Material data sheets to be made available for new and existing products. | All COSHH dealt with by cleaning company apart from hand sanitiser which is schools responsibility |
| 4. Site and Buildings | | |
| Visitors/contractors/suppliers on site increase the risk of transmission. | <ul style="list-style-type: none"> • Site visits only by pre-arrangement. • A record of some visitors must be kept for 21 days specific guidance • 2m exclusion zones/markings in Reception areas. • Information/signage for visitors informing them of the infection control procedures. • Deliveries and visits outside of school opening hours where possible. • Provision of hand sanitiser at main school entrance. • Process for the acceptance of deliveries required i.e. area where deliveries can be safely left. • Adult visitors to wear face covering unless exempt. | All site visits are prearranged through <ul style="list-style-type: none"> • LA • SNC • Oakford General delivery people wear a mask Hand gel available Office staff to deal with deliveries and to have a procedure in place Visitors to wear a face mask All visitors details are kept for tracking and tracing Peripatetic teachers to keep in touch with admin relating to any schools they have attended where cases have been positive |

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| Changes affect normal emergency procedures. | <p>Fire safety management plans should be reviewed and checked in line with operational changes. Schools should check:</p> <ul style="list-style-type: none"> • All fire doors are operational at all times • Fire alarm system and emergency lights have been tested and are fully operational. • Review of fire assembly points to accommodate reduced contact and distancing where practicable. • Fire drill practice to train new arrangements. • Other contingency emergency plans to be reviewed including lockdown procedures, major disruption through loss of services, gas leak etc. | <p>Fire drills completed in line with usual practice Changes have been made to the fire evacuation plan. There is a new plan in each room for teachers and we have kept as much the same as previously to ensure that adults and children are confident.</p> |
| Site security is compromised by new arrangements. | <ul style="list-style-type: none"> • Normal security standards will apply and careful consideration given to the balance for security and the need for enhanced ventilation. | <p>All doors will act as usual – locked at certain times automatically Doors will not remain open for ventilation in unoccupied parts of the building but if you are in a room then both doors and windows can be open. Adults to take responsibility for closing if not within view when outside Following latest guidance means that windows do not need to be open all of the time but each hour the windows should be opened for 15 minutes for a complete change of air in the room</p> |
| Building checks not taken place | <ul style="list-style-type: none"> • 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. | <p>All checks have been continuously in place and continue to be so</p> |
| Inadequate ventilation increases the risk of transmission of Covid 19 | <ul style="list-style-type: none"> • Make use of existing mechanical ventilation systems preferably drawing on fresh air. • Make use of natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). | <p>Ventilation through open windows and full opening when children are out of the rooms</p> |

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| | <ul style="list-style-type: none"> • Opening internal doors can also assist with creating a throughput of air (but not Fire Doors) • Opening external doors may also be used provided security is not unduly compromised • Additional ventilation via open doors and windows should not occur in unoccupied parts of the site. | |
| 5. Equipment and furniture | | |
| <p>Shared play equipment increases the risk of transmission.</p> | <ul style="list-style-type: none"> • Individual items of play equipment and other shared items used for teaching are to be cleaned between each use by each group. • Outdoor equipment should be cleaned more frequently than normal. • Resources are rotated or left to de-contaminate for 48 hours (or 72 hours if plastic) if being used by different groups. • Resources that are shared between groups, such as sports, art and science equipment should be cleaned frequently and meticulously. | <p>Individual items of small play equipment in EY will be washed between uses – sufficient adults to plan this in during later part of the day and not needing to do it all at the need of the day</p> <p>Teacher has full choice of equipment that they use within their room</p> <p>Rotation of play equipment and isolation of used items</p> <p>Sports equipment per class and in rotation</p> |
| <p>Shared equipment, fittings and resources increase the risk of transmission.</p> | <ul style="list-style-type: none"> • Handwashing before and after each lesson. • Remove unnecessary items from the classrooms and store elsewhere. • Cleaning regime for door handles, press to enter/exit buttons, communal surfaces and touchpoints. • Children asked to bring in own stationery or have allocated, named, packs of stationery per child. • Resources and surfaces to be cleaned each night. • Lessons planned so sharing of resources in minimised. • Any crockery/cutlery used must be cleaned thoroughly. | <p>Any equipment that has been shared will then result in children affected washing their hands</p> <p>All soft furnishings will be removed to a storage area</p> <p>Door handles will be cleaned during the day with supplies provided by school and will be cleaned as part of the daily routine by cleaners at the end of the day</p> <p>All stationary and books will be in individual trays and kept at the child's work station</p> <p>Daily cleaning by cleaners from Green machine</p> <p>Planning will focus on individual work not shared resources</p> |

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| | | <p>Reading books will be sent home but will be left for a safe time period before being used by anyone else</p> <p>Reading records written in by parents but not by school – own notes will be kept</p> <p>All crockery used put through the steamer in the kitchen – dinner plates and dishes etc</p> |
| Increased manual handling tasks increase the risk of musculoskeletal injuries. | <ul style="list-style-type: none"> • Staff must not attempt to move large or heavy items unless they are fit and competent to do so. | If furniture is moved it must be done in twos |
| 6. Health and Wellbeing | | |
| Inadequate staffing levels create supervision or safeguarding issues. | <ul style="list-style-type: none"> • Carry out an audit of all staff availability and review it regularly. • Introduce a process for staff to inform you if their health situation changes. • If there is a shortage of teachers consider use of suitably qualified TAs to lead a group and maintain ratios. • Use of staff from other schools (by agreement). | <p>When a member of staff is absent another member of KLS staff will cover</p> <p>Each staff member can report directly to me by phone/text or in person</p> <p>Any absenteeism of teaching staff is covered by another member of our staff – no supply teachers are being used</p> |
| Vulnerable / Extremely vulnerable children at higher risk of infection. | <ul style="list-style-type: none"> • Parents should follow current medical/government advice if their child is in this category. | Children who have had severe infections or hospitalised asthma will be seated individually and this kept under review |
| Person becomes unwell with Covid-19 symptoms in school | <ul style="list-style-type: none"> • Move to a pre-designated room where person can be isolated, with adult supervision if a child. • Ventilate the room if possible. • PPE should be worn if contact is required. • Inform parent/carer to arrange collection. • Cleaning regime after each usage of the space. • Follow the advice from health protection team | <p>The “Nest” will be the designated room for any person showing signs of COVID19</p> <p>PPE will be in the room</p> <p>Windows open</p> <p>Non-contact thermometer in school</p> <p>Parents phoned and child taken home if any COVID symptoms are evident</p> <p>Children must be tested before returning to school</p> <p>Cleaning regime will take place at end of the school day by cleaners if the isolation room has been used</p> |

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| <p>Outbreak of Covid-19 within the school (defined as more than two confirmed cases within a fortnight)</p> | <ul style="list-style-type: none"> • Senior leaders have awareness of the PHE “local outbreak management plan” • Local school management plan is in place and relevant staff have been made aware • Remote education plans in place • Engage fully with NHS Test & Trace. | <p>LA and PHSW processes to be followed</p> |
| <p>Staff wellbeing affected by the working experience.</p> | <ul style="list-style-type: none"> • Staff risk assessment tool being used to assess those in higher risk groups. • Staff aware of risk assessment process and able to contribute. • Staff meetings and communication. • Defined wellbeing support measures for staff. • Designated staff rest areas. | <p>All staff spoken to and respected This risk assessment is being placed on the shared drive for all to see and to talk to me about any changes they think would be useful and support a safe environment Rest Areas will be: staff room- no limit on numbers but staff advised to sit 2 metres apart Corridor seating has been put in place with comfortable chairs at a distance Plastic chairs also out the back of the staff room for outdoor seating Reduced requirement for after school meetings shared with staff Reduced marking taking place Expectation that staff will leave the building as early as they can Parents evenings being run virtually with School Cloud</p> |
| <p>Volunteer wellbeing affected by the working experience</p> | <ul style="list-style-type: none"> • Volunteers will be treated in the same way as school staff and provided with the same information, instruction, training and equipment. • Volunteers will be included in regular communications and be given the opportunity to feedback any concerns. | <p>No volunteers in school at present</p> |

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| <p>Pupil wellbeing is impacted by the current situation causing physical and mental ill health.</p> <p>School Effectiveness guidance on Right Choice</p> | <ul style="list-style-type: none"> • Children to have allocated teacher and TA where possible. • Reduced time in school to ensure transition from home to school is successful. • Curriculum to support children’s well-being. • Provide opportunities to talk about their experiences/concerns. • Pastoral activities. | <p>Children will be given time to learn new processes and why they are important</p> <p>Children will be given plenty of time to talk about what they have done/felt over the last few months</p> <p>Children will be helped to understand what has happened and how we can all be positive going forward</p> <p>We will have PSHE/circle time/ELSA time if needed</p> <p>Lots of art and craft and time for children to talk to one another as well as adults – obviously keeping their distance</p> <p>New children’s version of behaviour policy in place</p> <p>New scheme of work in place for PSHE- Jigsaw</p> <p>Pastoral manager appointed to support children</p> <p>Relate counsellor in place</p> <p>ELSAs in place</p> <p>Some children invited in earlier for transition back to school</p> <p>Some children having a phased in approach to return to school</p> |
| <p>First aid provision</p> | <ul style="list-style-type: none"> • Ensure all staff know First Aiders on site if less coverage than normal. • If provision is less than usual, minimise hazardous activities which may result in injury. • Ensure a supply of PPE is available for provision of first aid and use and dispose of accordingly. • Paediatric First Aid provision is available for under 5’s. | <p>Plenty of first aiders on site</p> <p>Plenty of paediatric first aiders on site</p> <p>Gloves available</p> <p>Full PPE in first aid room</p> <p>Visors in first aid room</p> <p>Lidded bin and bags provided for disposing of PPE if required and all waste from classrooms</p> |
| <p>Pupils with special medical needs (administering medication)</p> | <ul style="list-style-type: none"> • Required number of competent staff on site • Staff training up to date • Alternative arrangements in place if staff training/competence has lapsed. | <p>Paperwork in place if required and staff wash hands both before and after using any medicine bottles</p> |

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| <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"> • Individual risk assessments of children with behavioural difficulties. • Ensure a supply of PPE is available based on need. • Reduced timetable or consideration of other solutions if child's behaviour puts staff at risk. • 1:1 teaching to be done with reduced contact. | <p>SEND children all have a risk assessment prepared for them</p> <p>If we need to use TEAM Teach we will put PPE on</p> <p>If children are too high a risk then we will consider a reduced timetable or non-attendance at school</p> <p>Children who pose a low risk initially due to previous concerns about behaviour will have a behaviour flow chart drawn up and this will be discussed with parents in relation to the risk posed to other children and adults relating to spread of COVID19</p> <p>Part time timetables in place for children who pose a greater risk to others and themselves due to behaviours that impact on others as well as the risk of covid transmission</p> |
| 7. Risk assessments and Policies | | |
| <p>Standard risk assessments do not take account of additional covid-19 risks</p> | <ul style="list-style-type: none"> • Ensure all work environments and teaching/learning activities have been subjected to risk assessments in line with conventional H&S requirements. • Review and where necessary update all risk assessments with additional control measures to counter any significant covid-19 infection transmission risk. • Pay particular attention to curriculum areas and activities being resumed for the first time since school restrictions were introduced • One -off activities such as PTA and other fundraising events, firework displays etc will be subject to separate risk assessment. • Lettings of facilities will be subject to separate risk assessment. • School clubs, Breakfast clubs and after-school provision will be subject to a separate risk assessment. • Behaviour policy amended to reflect covid-19 protocols. | <p>All RA under review</p> <p>No PTA activities planned</p> <p>Residential for year 6 moved to 21st May further info in RA on Friday 21st</p> <p>Wiltshire Wind band use the hall on a Monday</p> <ul style="list-style-type: none"> • No parents allowed to wait in the building • Extra cleaning time allowed for • Toilets cleaned before they begin • Toilets cleaned again in the morning before school starts – stopped until secondary schools return <p>Behaviour policy amended</p> |

| RISK FACTORS | CONTROL MEASURES TO CONSIDER | LOCAL APPLICATION OF MEASURES |
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| | <ul style="list-style-type: none"> Off-site learning outside of the classroom activities and events are suspended. | |
| 8. Monitoring | | |
| <p>Control measures set out in this risk assessment do not prove effective</p> <p>Levels of compliance are inadequate</p> | <ul style="list-style-type: none"> 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 Non-compliance will be addressed immediately Regular communication with staff on the outcomes of the monitoring LA H&S Advisers are able to visit the school site to assess compliance | <p>Kim Spencer named person in absence/Amanda Woon</p> <p>H&S visit in term 2 took place and was good</p> |
| 9. Other risks – specific to your school | | |
| <p>Please add details of any other relevant covid-19 risks presented by circumstances that are relevant to your school site and activities but are not covered by Items 1-8.</p> <p>These may include:</p> <ul style="list-style-type: none"> Lateral Flow testing procedures Swimming Indoor gyms Trips and events Recruitment procedures | <ul style="list-style-type: none"> LFT Wrap around care | <ul style="list-style-type: none"> Staff testing using LFT devices Monday and Thursday <p>Over all group size is limited to 20 Children are in bubbles within the Great Hall</p> <ul style="list-style-type: none"> R/1/2 3/4 5/6 <p>Tables are cleaned before and after food Children wash hands and sanitise at regular intervals All equipment used is wiped down Children have own sets of basics Toilets will be cleaned between school bubble and after school bubble use them Toilets will be cleaned again before the school bubble uses them</p> |

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| | <ul style="list-style-type: none"> Peripatetic teachers – Guitar and drumming | Parents drop off and pick up from the door All school rules for attendance apply including not attending if any signs of COVID pupils Windows open as children move within a 15-20 min time slot No school guitar available Parents have given permission Individual lessons only Windows open Teachers wear a mask 15 minute time slots Individual lessons Sticks wiped between use Doors wiped between pupils |

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.

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| Name of Headteacher | Kim Spencer | |
| Signature of Headteacher | <i>K. Spencer</i> | Date: 09th June 2021 |
| Name of Chair of Governors / Trustees | Ian Stone | |
| Signature of Chair of Governors / Trustees | | Date: |
| Date of review | Ongoing | |