



## Organisation and risk assessments for 2020-2021

## Risk Assessments

<b>Location / Site</b>	
Brighstone CE Aided Primary School	
<b>Activity / Procedure</b>	
Covid-19 Arrangements for opening of school to all pupils from September 2020 – subject to change according to changes in government guidance	
<b>Assessment date</b>	
14.7.20 – to be updated when needed according to changes in government guidance, advice from H&S team or when monitoring the assessments on a daily basis	
<p><b><u>Updates/amendments:</u></b></p> <p><b>25.8.20 (following advice from Ross Burroughs, Health and Safety advisor, and following discussions with SLT)</b></p> <ul style="list-style-type: none"> <li>• 1.11 If parents are late collecting children at the end of the day, children are brought up to the office area and supervised while waiting within an allocated area separate from other bubbles</li> <li>• 1.12 Breakfast club – each bubble to remain in their allocated separate area until a member of preschool staff brings them to the playground where they then enter their classrooms via the playground doors</li> <li>• 1.13 If children are in after-school provision, a member of staff from their bubble will take them to the hall and sit them away from the other bubbles to wait to be collected by their allocated member of staff from the after-school provision; they will be supervised at all times</li> <li>• 1.14 After-school provision in preschool room – each bubble to remain in their allocated separate area within the same room</li> <li>• 2.8 Visitors and contractors to use the toilet behind the Blue Room/SWIFT nest</li> <li>• 3.2 (Staggered drop off and pick up times for different year groups in place if required due to build up of families and lack of social distancing while waiting by the back gate before and after school – the need for this will be assessed within the first week back and parents informed)</li> <li>• 3.13 Following government guidance, social distancing and one-way systems will be suspended during a fire/building evacuation, and distancing will be reinstated once at the evacuation points</li> <li>• 6.7 Staff members wash hands before using the dinner register and placing just inside the classroom door</li> <li>• 6.8 The dinner registers to be placed just inside the classroom door to be collected by office staff (wash hands before and after handover)</li> <li>• 7.7 Equipment to be labelled with date last used, and stored in the subject areas (PE store, Art area, Science cupboard)</li> <li>• 7.10 When books and shared resources are brought back into school, they are labelled with the date last used and stored for 48 hours (72 hours for plastics) in a labelled box in a cupboard out of reach of children</li> <li>• 8.12 Publish the risk assessment on the school website, to provide reassurances of the measures put in place – ensure it states that it is subject to change depending on government guidance</li> <li>• 12.6 Reminders to cough or sneeze into elbows if no tissue to hand</li> <li>• 12.7 Put used tissues down the toilet or in allocated pedal bins in classrooms and in the office, and wash hands thoroughly afterwards</li> <li>• 14.3 Staff and children (where appropriate) to be made aware of those who need to adhere to strict social distancing within their bubbles</li> <li>• 15.2 Visitors to the foyer to wear face masks</li> <li>• 15.12 Visitors will be advised as to the health and safety measures in place via a briefing given at reception on arrival</li> <li>• 16.5 If there is a suspected or confirmed case of Covid-19 in school, the school will immediately contact the Public Protection Team and follow their advice</li> <li>• 16.6 If advised by the Public Protection Team, the school will notify all parents of any instances of symptoms and results from testing</li> <li>• 16.9 Children enter classrooms via playground doors</li> <li>• 16.10 Children don't walk around the school unless with an adult</li> </ul>	

- 17.9 Current government advice for the public is in the following link: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>
- Appendix 3 - Documentation regarding lunchtime arrangements

#### **2.9.20 - (following updated guidance from the DfE and discussions from staff)**

- New risk assessment – number 24: Risk of spreading due to musical instruments and singing
- 1.15 One bubble at a time accesses Collective Worship in the hall; the other bubbles have class worship or virtual worship
- 15.13 Contact details will be kept of all visitors for the purposes of test and trace
- 15.10 The number of visitors is minimised where possible, the mixing of volunteers across bubbles should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible
- 5.7 Bubbles 2 and 3 use separate clearing stations when clearing their plates/trays
- 21 Further information about contingency planning for remote education
- Appendix 4 Photos added/updated

#### **14.9.20 – (following updated guidance from the DfE)**

- Section 17

#### **15.9.20 – (following discussions with staff)**

- Lunchtimes timings for Bubbles 1 and 2

#### **23.9.20 – (following updated flowchart from the PHE South East Health Protection Team)**

- Section 17 - change of contact in a confirmed case (DfE); Appendix 5 added (PHE Flowchart)

#### **20.10.20 – (following discussions with staff)**

- Section 21 Remote learning provision – updated; Zoom risk assessment added
- Section 15 Showing potential parents around virtually via Zoom – new information added
- Section 25 New risk assessment added (and some previous actions moved from section 1 to section 25) Risk of mixing bubbles and lack of hygiene during clubs resulting in direct transmission of the Covid-19 virus

Identify people at risk	YES or NO
Employees	YES
Children	YES
Visitors	YES
Contractors	YES

## **Contents**

1. Lack of social distancing between bubbles
2. Poor hygiene and lack of social distancing using toilets
3. Lack of social distancing when waiting to enter classroom in mornings and when collecting children at hometime
4. Lack of social distancing between bubbles at playtimes and lunchtimes
5. Lack of social distancing between bubbles when eating lunch
6. Lack of social distancing in the corridors
7. Using shared resources
8. Emotional distress and anxieties of children and families
9. Emotional distress and anxieties of staff
10. Risk of spreading of virus due to close contact with each other
11. Lack of support for SEND and behaviour
12. Risk of spreading virus due to poor hygiene
13. Risk of infection due to lack of cleaning
14. Risk of illness of vulnerable staff and family members
15. Risk of illness of and from office staff and visitors
16. Risk of illness from home
17. Risk of illness from someone with symptoms
18. Serious injuries or fatalities from fire
19. Failing to communicate changes to staff and parents
20. Lack of hygiene on school transport
21. Lack of education due to local lockdown or self-isolating bubble or self-isolating child
22. Lack of hygiene measures on non-overnight domestic educational visits
23. Risk of spreading due to staff moving between bubbles
24. Risk of spreading due to musical instruments and singing
25. Risk of mixing bubbles and lack of hygiene during clubs resulting in direct transmission of the Covid-19 virus

## **Appendices**

Appendix 1: Bubble groupings and organisation

Appendix 2: Play times

Appendix 3: Lunch time arrangements

Appendix 4: Photos

Appendix 5: PHE Flowchart 'Managing suspected and confirmed cases of Covid-19 in childcare and education settings' v4.1 23.9.20

Appendix 6: Risk assessment and Zoom ground rules for remote learning

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
<b>Lack of social distancing between bubbles</b> resulting in direct transmission of the Covid-19 virus				
<b>Existing level of risk</b>		Consider current level of risk		
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>	
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<div>1. Children to remain in their bubbles throughout the day:<ul style="list-style-type: none"><li>Bubble 1: Reception, Y1 and Y2</li><li>Bubble 2: Y3 and Y4</li><li>Bubble 3: Y5 and Y6</li><li>See <b>Appendix 1</b></li></ul></div> <div>2. Behaviour charter created for and with the children to include instructions how to line up with elephant trunks and tails, use of toilet, moving around the classroom, marshmallow hugs, lunch times and play times, etc</div> <div>3. Lots of praise for adherence and sanctions for deliberate non-compliance</div> <div>4. Feedback and support is provided using social distancing where possible</div> <div>5. Children are made aware of adults who need extra protection and strict preventative measures</div> <div>6. Activities take place outside wherever possible</div> <div>7. Children remain with their bubble and not mix with other bubbles</div> <div>8. Staggered playtimes and lunchtimes to enable bubbles to remain apart (see risk assessments 4 and 5)</div> <div>9. Children enter classrooms via playground doors</div> <div>10. Children don't walk around the school unless with an adult</div> <div>11. If parents are late collecting children at the end of the day, children are brought up to the office area and supervised while waiting within an allocated area separate from other bubbles</div> <div>12. One bubble at a time accesses Collective Worship in the hall; the other bubbles have class worship or virtual worship</div>				
<b>Remaining level of risk</b>		Consider level of risk following use of control measures		
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>	

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Poor hygiene and lack of social distancing using toilets</b> resulting in direct and indirect transmission of the Covid-19 virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Only one boy and one girl allowed to go to toilet at a time</li> <li>2. Allocated toilets for different bubbles – children not to use any other toilets</li> <li>3. Toilet behind the music room not to be used – only in the case of a child who has to self-isolate until collected by a parent</li> <li>4. Wash hands before and after going to the toilet</li> <li>5. Wash hands regularly throughout the day</li> <li>6. Extra signs in toilet re: washing hands</li> <li>7. Extra soap ordered to ensure we do not run out</li> <li>8. Visitors and contractors to use the toilet behind the Blue Room/SWIFT nest</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
Lack of social distancing when waiting to enter classroom in morning and when collecting children at hometime resulting in direct transmission of the Covid-19 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		
<div>1. One way system in place – enter via the back gate and leave by the front gate; ‘No Entry’ sign on front gate</div> <div>2. (Staggered allocated drop off and pick up times for different year groups in place if required due to build up of families and lack of social distancing while waiting by the back gate before and after school – the need for this will be assessed within the first two weeks back and parents informed)</div> <div>3. Parents advised that they can drop-off their children between 8.10am – 8.25am</div> <div>4. Parents/children line up with 2m spaces indicated on the path</div> <div>5. Children remain in the line with their parents and don’t play on the field or playground</div> <div>6. Children go straight into their classrooms on arrival</div> <div>7. Instructions shared re: social distancing between families in the morning with parents and children</div> <div>8. Only one member of the household to drop off and collect where possible</div> <div>9. Y3/4 children dropped-off and collected from the library door, to avoid lack of social distancing measures outside Y3/4 classroom</div> <div>10. Signage re: social distancing for parents and children displayed outside the classrooms</div> <div>11. Children to be ready for collection with all their personal belongings by 2.35pm, to avoid them from re-entering the classroom to collect any forgotten belongings once they have left</div> <div>12. HT/DSL/SLT to be on duty to supervise</div> <div>13. Following government guidance, social distancing and one-way systems will be suspended during a fire/building evacuation, and distancing will be reinstated once at the evacuation points.</div>				
Remaining level of risk		Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE	

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing between bubbles during playtimes and lunchtimes</b> resulting in direct transmission of the Covid-19 virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Staggered playtimes and lunchtime play and allocated play areas</li> <li>2. Staggered lunchtimes in the hall</li> <li>3. Allocated eating areas <ol style="list-style-type: none"> <li>a. Bubble 1: Hot school dinners and packed lunches in the hall</li> <li>b. Bubbles 2 and 3: Hot school dinners in the hall and packed lunches in the classrooms</li> </ol> </li> <li>4. When bubbles use the hall at the same time, they enter the hall at staggered times and use different tables at opposite ends of the hall</li> <li>5. Same MSAs to remain with bubbles, where possible</li> </ol> <p>(See documentation in <b>Appendices 2 and 3</b>)</p>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing between bubbles when eating lunch</b> resulting in direct transmission of the Covid-19 virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Children go straight to the tables in the hall where they remain seated</li> <li>2. Children sit diagonally opposite each other where possible</li> <li>3. Staff go up to the counter to fetch the children's meals while catering staff step back</li> <li>4. Children remain seated until their bubble are all ready to leave the hall together with their member of staff</li> <li>5. One member of staff takes their bubble out while the other cleans their tables and seats</li> <li>6. Bubbles sit at tables at opposite ends of the hall and don't mix</li> <li>7. Bubbles 2 and 3 use separate clearing stations when clearing their plates/trays</li> <li>8. Bubbles in first sitting let the office know when they are leaving the hall; office staff telephone bubbles in second sitting to let them know that the hall is free</li> <li>9. MSAs clean the hall, tables and seats at the end of lunchtime</li> </ol> <p>(See documentation in <b>Appendix 3</b>)</p>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing in the corridors</b> resulting in direct transmission of the Covid-19 virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Children stay in their classroom as much as possible and access the outside from classroom door</li> <li>2. One boy and one girl going to toilet at a time</li> <li>3. Messages to office via walkie-talkies or telephones</li> <li>4. Staff use doorways or step to one side to maximise the distance between each other</li> <li>5. Agree instructions with children concerning going and returning to toilet</li> <li>6. Each bubble uses own part of the school as much as possible</li> <li>7. Staff members wash hands before using the dinner register and placing just inside the classroom door</li> <li>8. The dinner registers to be placed just inside the classroom door to be collected by office staff (wash hands before and after handover)</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Using shared resources</b> resulting in indirect transmission of the Covid-19 virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Children have own packs of stationery labelled with their name, that are kept in their trays</li> <li>2. Shared resources in the classroom cleaned with anti-viral spray or Milton regularly and left to dry</li> <li>3. Tables, door handles and other surfaces cleaned with anti-viral spray every night</li> <li>4. Plastic packets (zipper) bags used for individual resources where required</li> <li>5. Children encouraged to wash hands or use hand gel before and after sessions</li> <li>6. No toys or equipment to be brought in from home</li> <li>7. Resources that are shared between classes or bubbles, such as sports, art or science equipment, should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles – if being stored, equipment to be labelled with a post-it note with date last used, and stored in the subject areas (PE store, Art area, Science cupboard)</li> <li>8. Playtime equipment allocated per bubble, which is frequently cleaned</li> <li>9. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided</li> <li>10. When books and shared resources are brought back into school, they are labelled with the date last used and stored for 48 hours (72 hours for plastics) in a labelled box in a cupboard out of reach of children; KS1 books are changed every Monday and Thursday and put into the box; KS2 books are changed on Mondays and Thursdays when required and put into the box</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
<b>Emotional distress and anxieties of children and families due to Covid-19</b>				
<b>Existing level of risk</b>		Consider current level of risk		
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLECTIBLE</b>	
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<div>1. COVID 19 social stories to support children and prepare them</div> <div>2. Class rules/charters drawn up to reflect the new situation</div> <div>3. Offer reduced time in school to ensure transition is successful from home to school, where needed</div> <div>4. ELSA provision available for children who are distressed</div> <div>5. Children’s wellbeing supported throughout the autumn term, and staff mindful of the ‘honeymoon period’</div> <div>6. Short, enjoyable learning activities with regular brainbreaks and physical activity</div> <div>7. Familiar learning activities where possible, to revisit previous learning</div> <div>8. Lots of planned activities to promote talking and collaborative work</div> <div>9. Lots of social activities</div> <div>10. Staff being sensitive to children’s emotional needs and experiences</div> <div>11. Be aware of the potential concerns of pupils, parents and households who may be reluctant or anxious about returning - FLO to provide appropriate support to address this</div> <div>12. Publish the risk assessment on the school website, to provide reassurances of the measures put in place – ensure it states that it is subject to change depending on government guidance</div>				
<b>Remaining level of risk</b>		Consider level of risk following use of control measures		
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLECTIBLE</b>	

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Emotional distress and anxieties of staff due to Covid-19</b>			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Inclusion in risk assessment process – input into hazard identification and control measures</li> <li>2. Staff meeting – virtually or at a social distance – to discuss concerns and share control measures</li> <li>3. Sharing of support helplines – Employee Assistance Programme offered by Strictly Education</li> <li>4. Risk assessments reviewed and amended where needed</li> <li>5. Separate risk assessment for the office area (see number 15)</li> <li>6. Children reminded that they can't go too close to adults where applicable</li> <li>7. Vulnerable staff adhere to strict social distancing – in school with strict 2 metre or 1 metre distancing measures in place</li> <li>8. PPE for cleaners if requested – disposable gloves, face masks and visors</li> <li>9. PPE available for all staff if there is a suspected case of Covid-19 - disposable gloves, face masks and visors</li> <li>10. PPE to be worn for routine intimate care (see separate risk assessment)</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of spreading virus due to close contact with each other</b> resulting in direct transmission of the Covid-19 virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Sets of PPE (disposable gloves, face coverings and visors) on hand if necessary (in the Sunshine room)</li> <li>2. Reduced timetable/removal considered if necessary if children are acting in a way that staff are put at risk</li> <li>3. Have natural ventilation wherever possible – open windows</li> <li>4. Plan outside activities as much as possible</li> <li>5. Avoid being face-to-face in close proximity with the children when helping them or administering first aid; work side-by-side or ensure your face is above theirs; wear a face mask if needed</li> <li>6. Encourage children to sit side-by-side rather than face-to-face</li> <li>7. Children should be encouraged not to touch each other</li> <li>8. Contact sports avoided</li> <li>9. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils</li> <li>10. Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of support for SEND and behaviour</b> resulting in transmission of Covid-19 virus or emotional distress			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLECTIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Risk assessments for children with an EHCP</li> <li>2. Use of social stories to support SEND children and any others who require them</li> <li>3. Safeguarding addendum relating to COVID-19</li> <li>4. Behaviour policy addendum relating to COVID-19</li> <li>5. Seek expert guidance from special schools re support for children with behaviour difficulties, who might need restraint and display spitting, biting etc. leading to individual risk assessments or behaviour plans</li> <li>6. Behaviour plans for identified children</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLECTIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of spreading virus due to poor hygiene</b> resulting in indirect transmission of the Covid-19 virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Hand sanitiser dispenser available where necessary (in classrooms, in school foyer, in the staff room, by the photocopier and outside the door from Lobster Lagoon)</li> <li>2. Hand sanitiser (at least 60% alcohol) ordered in large quantities</li> <li>3. Children and staff wash hands or use hand sanitiser on entry to school, before break, after break, before lunch, after lunch, leaving school, using the toilet, using the photocopier, when signing in and out, and any time they cough or sneeze</li> <li>4. Washing hands posters replaced in all washing areas</li> <li>5. Reminders how to wash hands properly – videos and posters</li> <li>6. Reminders to cough or sneeze into elbows if no tissue to hand</li> <li>7. Put used tissues down the toilet or in allocated pedal bins in classrooms and in the office, and wash hands thoroughly afterwards</li> <li>8. Procedure agreed for children to wash hands thoroughly</li> <li>9. Children bring in and use their own water bottles that are taken home each night</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of infection due to lack of cleaning</b> resulting in indirect transmission of the Covid-19 virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLECTIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. All surfaces, handles, toilets and shared equipment will be cleaned each day using anti-viral spray or bleach</li> <li>2. PPE (disposable visors, face coverings, gloves and aprons) to be available and worn by cleaning staff where requested</li> <li>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 (see number 7)</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLECTIBLE</b>

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of illness of vulnerable staff and family members</b> through direct and indirect transmission of the Covid-19 virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Those who are clinically extremely vulnerable or living with someone who is clinically extremely vulnerable are to adhere to strict 2 metre social distancing from colleagues and children</li> <li>2. Those who are clinically vulnerable are to adhere to strict 2 metre social distancing from colleagues and children</li> <li>3. Staff and children (where appropriate) to be made aware of those who need to adhere to strict social distancing within their bubbles</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of illness of and from office staff and visitors</b> through direct and indirect transmission of the Covid-19 virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Parents are requested to enter the foyer one at a time – display signs to state this</li> <li>2. Visitors in the foyer to wear face masks – display signs to state this, and inform parents via text/email</li> <li>3. Contractors only enter the building when all children have gone</li> <li>4. Office staff to communicate with bubbles via telephone or walkie talkie where possible</li> <li>5. Members of staff will keep 2m apart when accessing the sink area</li> <li>6. Limit the number of adults in the office – no more than five at any one time</li> <li>7. Ensure phones, mice, keyboards and commonly touched desk surfaces are cleaned throughout the day and at the end of each day</li> <li>8. Members of staff to wash hands before making hot drinks (handling of tea/coffee/sugar canisters)</li> <li>9. First aid packs created for each bubble, to avoid first aid having to be administered in the office</li> <li>10. The number of visitors is minimised where possible, the mixing of volunteers across bubbles should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible</li> <li>11. Peripatetic teachers will comply with the school's arrangements for managing and minimising risk, including taking care to maintain distance from other staff and pupils</li> <li>12. Visitors will be kept to a minimum, and where they are present, they minimise their movement around the school, and will be advised as to the health and safety measures in place via a briefing given at reception on arrival</li> <li>13. Contact details will be kept of all visitors for the purposes of test and trace</li> <li>14. Potential parents will be virtually shown around the school via Zoom by the headteacher or another member of SLT. This will be after school hours when no children are present, to ensure that no children will be shown on Zoom. The parents being shown around will be requested to not record the call.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of illness from home</b> through direct and indirect transmission of the Covid-19 virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Staff and children wash hands on arrival</li> <li>2. Staff and parents to notify the school straightaway if they, their children or other members of their household develop symptoms</li> <li>3. Staff, parents and children will get tested if they develop symptoms, and notify the school of the result</li> <li>4. Staff, parents and children will notify the NHS of people they have been in contact with (according to the guidelines from the NHS)</li> <li>5. If there is a suspected or confirmed case of Covid-19 in school, the school will immediately contact the Public Protection Team and follow their advice</li> <li>6. If advised by the Public Protection Team, the school will notify all parents of any instances of symptoms and results from testing</li> <li>7. Children don't bring in items from home, except for a packed lunch, a water bottle, coat, school bag and reading book (if a comforter is needed, this risk is assessed on an individual basis)</li> <li>8. School to contact parents if there have been incidents involving the mixing of bubbles outside of school</li> <li>9. Clear process in place for removing face coverings when pupils and staff who use them arrive at school: <ol style="list-style-type: none"> <li>a. Pupils must be instructed not to touch the front of their face covering during use or when removing them.</li> <li>b. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</li> </ol> </li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards									
<b>Risk of illness from someone with symptoms through direct transmission of the Covid-19 virus</b>											
<b>Existing level of risk</b>		Consider current level of risk									
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>								
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls									
<ol style="list-style-type: none"> <li>Parents and staff notified of the following measures from the government:</li> <li>If members of staff or children display symptoms while at home, they must remain at home and not go out except to access a test</li> <li>If a child develops symptoms whilst in school, they are moved to the Sunshine room and parents/carers are notified</li> <li>If a member of staff develops symptoms whilst in school, they go home immediately after informing a member of SLT</li> <li>Parents/carers are advised that all household members will need to self-isolate and to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection.</li> <li>(In an emergency, the school will call 999 if a child or member of staff are seriously ill or injured and their life is at risk)</li> <li>The member of staff supervising them opens a window and wears PPE (visor, face covering, gloves and apron – all disposable), which is donned and doffed correctly (staff given training on this); this is then disposed of in the clinical waste bin in the Sunshine room; hand sanitizer (in the Sunshine room) is used throughout the donning and doffing process</li> </ol> <table border="1" data-bbox="351 807 1536 1019"> <thead> <tr> <th>Situation</th> <th>PPE</th> </tr> </thead> <tbody> <tr> <td>2m distance cannot be maintained</td> <td>A fask mask should be work</td> </tr> <tr> <td>Contact is necessary</td> <td>Gloves, an apron and a face mask should be work</td> </tr> <tr> <td>Risk of fluids entering the eye (e.g. from coughing, spitting or vomiting)</td> <td>Eye protection should also be worn</td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>While awaiting collection, if the child needs to go to the bathroom they will only use the toilet in the Sunshine room, which will then be cleaned and disinfected using standard cleaning products before being used by anyone else</li> <li>The child will then be collected from the Kiln room door to avoid going back through the school; the member of staff notifies the office when they have been collected</li> <li>Staff/other pupils who have had contact with the symptomatic pupil must wash their hands thoroughly for 20 seconds</li> <li>When parents/legal guardian pick up the pupil, advise them to get the pupil tested and notify us of the results; if they will have difficulty accessing a test, then we can provide them with a postal test</li> <li>Once the pupil has left the premises, thoroughly disinfect/clean all surfaces and contact points they came into contact with (including the bathroom if used)</li> <li>If a member of staff develops symptoms whilst in school, they inform SLT and immediately go home</li> <li>Parents and staff notified of the following procedures: <ol style="list-style-type: none"> <li>If a staff member, child or any member of the household develops any of the symptoms of coronavirus, keep yourselves/your child at home, and parents remain at home themselves; they self-isolate at home for 10 days from when symptoms started. The rest of the household need to isolate for 14 days;</li> <li>Inform the school – we will then inform the local Health Protection Team who will provide further advice;</li> <li>Book a COVID-19 test by phoning NHS 119 (for those without access to the internet) or by accessing the NHS <a href="https://www.gov.uk/get-coronavirus-test">https://www.gov.uk/get-coronavirus-test</a></li> </ol> </li> </ol>				Situation	PPE	2m distance cannot be maintained	A fask mask should be work	Contact is necessary	Gloves, an apron and a face mask should be work	Risk of fluids entering the eye (e.g. from coughing, spitting or vomiting)	Eye protection should also be worn
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2m distance cannot be maintained	A fask mask should be work										
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- d. Inform the school as soon as you have the results back so the school can inform the DfE on **0800 046 8687** (for one confirmed case). The DfE will support risk assessment and advise if any contacts in the setting need to self-isolate.
- e. If there is more than one confirmed case within 14 days, call the Health Protection Team on **0344 225 3861 (0844 967 0082 out of hours)**. The HPT will support the school with risk assessment and follow-up.
- f. A template letter will be provided to schools, on the advice of the Health Protection Team, to send to parents and staff if needed. Schools must not share the names of people with coronavirus (COVID-19) unless essential to protect others.

**See Appendix 5 for the PHE South East Health Protection Team flowchart 'Managing Suspected and Confirmed COVID-19 cases in Childcare and Education Settings v 4.1 Date 23.9.20.**

The school has been provided with a small number of home testing kits. Home test kits should only be offered to individuals in the exceptional circumstance that you believe an individual may have barriers to accessing testing elsewhere.

The DfE states: 'It is vital that educational settings only ask children or staff to self-isolate and recommend they get a test if they develop symptoms of coronavirus (COVID-19). Those sent home to self-isolate, having been in close contact with someone who has tested positive, should only get tested if they develop symptoms themselves. The symptoms of coronavirus (COVID-19) are a high temperature, a new, continuous cough, or a loss or change to your sense of smell or taste. Testing capacity is the highest it has ever been, but there is a significant demand for tests. Booking is essential for drive in and walk in test sites, and under 18s must be accompanied by a parent or guardian.'

Remaining level of risk		Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLECTIBLE	

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Serious injuries or fatalities from fire</b>			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
1. Revised fire marshals and deputies allocated for their areas/bubbles 2. All staff and children know which escape route to use in their areas/bubbles 3. All staff receive refresher training, including being informed of government guidance that allows for the suspension of social distancing and one way systems during a fire/building evacuation. This includes walking through the potential ‘bottle-neck’ area between Rec and Y5 classrooms. Distancing should be reinstated at the evacuation muster points. without waiting for others to pass due to social distancing measures in place at all other times 4. Current fire precautions and procedures remain in place; fire drill to be carried out each half term 5. Muster station remains the far playground 6. Fire alarms continue to be tested weekly and all other checks continue on a weekly/monthly/yearly basis 7. All doors to be closed when go out to play or lunch			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Fire Marshals and Areas (and deputies in case of absence)</b>						
	<b>Year R/1</b>	<b>Year 1/2</b>	<b>Year 3/4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Main public areas</b>
<b>Adults</b>	Kirsti – main Hannah - deputy	Lucy - main Louise - deputy	Linzi/Fiona - main Lorraine/Sue - deputy	Chuck - main Tina - deputy	Samantha – main Mary - deputy	Rebecca – main and deputy Melissa – main and deputy (take Grab Bag out in Debbie’s absence) Debbie – take Grab Bag out
<b>Areas to check</b>	Reception block, including classroom, cloakroom, toilets x2, storeroom, outside area	Year 1 and Year 2 classrooms and outside area	Year 3/4 classroom, spare classroom, disabled toilet in Y3/4 classroom, staff toilet in corridor, girls and boys toilets; middle room, library	Year 5 classroom and storeroom, boys toilets,	Year 6 classroom and storeroom, girls toilets, adult/disabled toilet	Rebecca – Y1 and Y2 corridor, Y1/2 girls and boys toilets, adult toilet Melissa – office, corridor up to hall, old library, hall, Sunshine room, kiln room, Sunshine room toilet, Blue room, staff room

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Failing to communicate changes to staff and parents leading to transmission of COVID-19</b>			
<b>Existing level of risk</b>		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLECTIBLE
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Regular emails and letters (sent by email) detailing any updated advice from the DfE, school routines and procedures, any changes to these, how to access support, and contact details sent to staff and parents</li> <li>2. Parents are notified by text when an important email is sent out</li> <li>3. All letters sent to parents are put on the COVID-19 page of the school website</li> <li>4. Any useful links to the DfE guidance, along with other pertinent advice, are emailed to parents and are put on the COVID-19 page of the school website and on the school's Facebook page</li> <li>5. Signs and notices displayed around the school site, reminding staff, parents and children of social distancing measures and other procedures</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLECTIBLE

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of hygiene on school transport</b> leading to transmission of COVID-19			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Where possible, sit socially distanced, or sit children in school bubbles where distancing between every child isn't possible</li> <li>2. Staff and children use hand sanitiser upon boarding and disembarking</li> <li>3. Organised queuing and boarding – children stand 1 metre apart from each other where possible</li> <li>4. School checks the COVID-19 risk assessments provided by the transport company</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Local lockdown or self-isolating bubble</b> leading to lack of education for school pupils; contingency planning			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>Appropriate authorities will decide which measures to implement to help contain the spread if a local area sees a spike in infection rates</li> <li>In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils</li> <li>For school closures, or self-isolating groups of pupils, remote education contingency plans will be in place: <ol style="list-style-type: none"> <li>Class email addresses will be used to communicate with the parents/children and to send work home</li> <li>Emergency 2-day packs will be sent home with the children, to be used for the first two days of self-isolation to provide time for the teacher to adapt their current learning journeys for remote learning</li> <li>Home learning packs available on Google Drive accessible from the school website, or emailed to parents, which can be printed on request and posted home; these may include (but are not limited to) the following formats linked to the current learning journeys: worksheets/tasks, PPTs (possibly with voiceovers), familiar activities, and links to related online learning (e.g. Oak Academy, White Rose, Purple Mash, Doodle Maths, Doodle English and Doodle Spelling, Times Tables Rock Stars and others where appropriate).</li> <li>School Zoom account for virtual meetings with adults/children – these will take place at least once a day, to enable the class teacher and LSA to check in with the class or groups of children, to share learning, to read a story, to have ‘learning surgeries’, to share work and to set tasks (see <b>Appendix 6 – Risk Assessment for Remote Learning/Zoom</b>)</li> <li>Communication via class or school email, texts, Facebook, letters, phone calls and website</li> <li>Laptops/tablets provided for those children without access to technology</li> <li>There will be higher expectation of schoolwork in the day (compared with during school closures)</li> <li>Provision in school for children of critical workers and vulnerable children (in the case of a local lockdown)</li> </ol> </li> <li>For cases where an individual is self-isolating and not ill, work linked to the current learning journeys will be sent home via parents’ email address (using class email address) but there won’t be any expectation to use Zoom in these circumstances. If the self-isolating child is ill, then work won’t be sent home.</li> <li>In developing these contingency plans, we will: <ol style="list-style-type: none"> <li>use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school’s curriculum expectations</li> </ol> </li> </ol>			

- b. give access to high quality remote education resources
- c. select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- d. provide printed resources, such as workbooks, for pupils who do not have suitable online access
- e. recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum
- f. set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- g. teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- h. provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- i. gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- j. enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- k. plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

**Remaining level of risk**

Consider level of risk following use of control measures

**HIGH**

**MEDIUM**

**LOW**

**NEGLIGIBLE**

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of hygiene measures on non-overnight domestic educational visits</b> leading to transmission of COVID-19			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. No residential (overnight) trips to be undertaken until the government advice changes</div> <div>2. Keep children in their consistent bubbles</div> <div>3. Liaise with the destination/provider to check their risk assessments and protective measures</div> <div>4. Make use of outdoor spaces in the local area to support delivery of the curriculum</div> <div>5. The usual full and thorough risk assessments in relation to all educational visits will still be undertaken, with additional measures for COVID-19, considering what control measures need to be used</div> <div>6. Visit leaders ensure they are aware of wider advice on visiting indoor and outdoor venues</div> <div>7. Visit leaders access advice and support from EVOLVE website, EVOLVE team and the school’s EVC (R. Lennon)</div> <div>8. Visit leaders and EVC consult the health and safety guidance on educational visits when considering visits: <a href="https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits">https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits</a></div>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Staff moving between bubbles</b> leading to transmission of COVID-19			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLECTIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p><b>Government advice states:</b>  All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</p> <ol style="list-style-type: none"> <li>1. Sports coach will remain with the same bubble for each day and not go between bubbles on the same day</li> <li>2. Where staff operate across different bubbles for specialist teaching or for monitoring purposes, they will endeavour to maintain their distance from children and other adults where possible</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLECTIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of spreading due to singing and the playing of musical instruments</b> resulting in direct transmission of the Covid-19 virus			
<b>Existing level of risk</b>		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p><b>Government advice states:</b>  Although singing and playing wind and brass instruments do not present a higher risk than speaking, for example, studies have indicated that there may be a cumulative risk that can build in particular contexts. As such with appropriate safety considerations, singing, wind and brass teaching can take place.</p> <p>First Access whole class lessons:</p> <ol style="list-style-type: none"> <li>1. For whole class First Access brass lessons, a large classroom or the hall will be used</li> <li>2. Lessons will be taught outside if the weather allows</li> <li>3. Children will be seated on chairs with adequate spacing between them (2m where possible, or at least 1m if this isn't achievable)</li> <li>4. Children will all be facing front and will sit side-by-side rather than face-to-face; this could be in adequately spaced rows or in a large semi-circle</li> <li>5. Windows and doors will be open to provide ventilation</li> <li>6. Children will be taught these health and safety measures</li> <li>7. The music teacher will sit at least 2m away from the children and, when playing, will direct the brass instrument away from the children</li> <li>8. The music teacher will ensure that theirs and the children's hands are washed before and after each lesson</li> <li>9. Children and adults only touch their own musical instruments, music sheets/books and instrument cases</li> </ol> <p>Peripatetic music lessons:</p> <ol style="list-style-type: none"> <li>10. Lessons will take place in a well-ventilated room (with doors and windows open), or outside if the weather allows</li> <li>11. The child and music teacher will sit side-by-side rather than face-to-face, with 2m distance where possible</li> <li>12. The music teacher will ensure that theirs and the children's hands are washed before and after each lesson</li> <li>13. The music teacher may wear a face mask, if they wish to do so</li> <li>14. Children and adults only touch their own musical instruments, music sheets/books and instrument cases</li> <li>15. The music teacher, when playing/demonstrating, will direct any wind instruments away from the children</li> <li>16. If small group lessons are taught, these will only include children from the same bubble at any one time</li> </ol>			

Class music lessons led by the class teacher:

- 17. Lessons will take place in a well-ventilated room, with windows and doors open, or outside if the weather allows
- 18. Children will be seated on chairs or on the floor with adequate spacing between them (2m where possible, or at least 1m if this isn't achievable)
- 19. Children will all be facing front and will sit side-by-side rather than face-to-face; this could be in adequately spaced rows or in a large semi-circle
- 20. Children will be taught these health and safety measures
- 21. The teacher will ensure that theirs and the children's hands are washed before and after each lesson
- 22. If percussion instruments are shared within the lesson, then these will either be cleaned after each lesson, or stored for 48 hours (72 for plastics) in the music room, labelled with the last date used

Singing:

- 23. Singing will take place in a well-ventilated room, with doors and windows open, or outside if possible
- 24. Children will be sat or stood 2m apart, side-by-side rather than face-to-face
- 25. Adults will remain 2m away from the children, side-by-side rather than in front of them
- 26. Children and adults will be encouraged to sing quietly, rather than loudly

**Remaining level of risk**

Consider level of risk following use of control measures

**HIGH**

**MEDIUM**

**LOW**

**NEGLIGIBLE**

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of mixing bubbles and lack of hygiene during clubs</b> resulting in direct transmission of the Covid-19 virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLECTIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Breakfast club – each bubble to remain in their allocated separate area until a member of preschool staff brings them to the playground where they then enter their classrooms via the playground doors</li> <li>2. If children are in after-school provision provided by the preschool, a member of staff from their bubble will take them down to preschool. Children in after-school provision will use the field rather than the preschool outdoor area. They will access the field via the external door and it will be separated into three areas – one for each bubble</li> <li>3. After-school provision will be in the preschool room – each bubble to remain in their allocated separate area within the same room (not currently used by the preschool children)</li> <li>4. After-school clubs led by members of staff: <ul style="list-style-type: none"> <li>○ Sports clubs will take place on a different day for each bubble</li> <li>○ The sports coach will lead the club on the day that he is with that bubble for PE, to minimise the movement between bubbles</li> <li>○ Sports clubs will take place outside wherever possible; when the weather is inclement, the sports clubs will take place in the large hall</li> <li>○ Activities will be altered to comply with social distancing and to follow NGB guidance</li> <li>○ The sharing of equipment will be avoided where possible. Where equipment is shared, it will be cleaned before it is used by another person</li> </ul> </li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLECTIBLE</b>

**Appendix 1****Bubble Groupings and Organisation**

Bubble 1	Bubble 2	Bubble 3
Reception/Year 1 Year 1/Year 2	Year 3/Year 4	Year 5 Year 6

**Appendix 2****Play times**

	Play time
<b><u>Bubble 1</u></b>	10am – 10.15am
<b><u>Bubble 2</u></b>	10.15am – 10.30am
<b><u>Bubble 3</u></b>	10.30am – 10.45am

**Appendix 3****Lunchtime arrangements**

Bubble 1 - Reception and KS1		
Place	Hall (Hot school dinners and packed lunches)	Field/playground
Time	11.30am – 12pm	12pm – 12.30pm
Staff	Kathy, Hannah and Louise	Kathy, Sharon and Ash/Melissa/Rebecca

Bubble 2 - LKS2 Hot school dinners		
Place	Hall	Field/playground
Time	12pm – 12.20pm	12.20pm – 12.50pm
Staff	Fern and Debs	Lorraine and Debs
Bubble 2 - LKS2 Packed lunches		
Place	Y3/4 room	Field/playground
Time	12pm – 12.20pm	12.20pm – 12.50pm
Staff	Lorraine	Lorraine and Debs

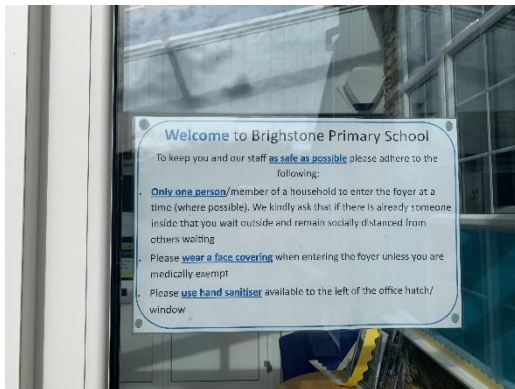
Bubble 3 - UKS2 Hot school dinners		
Place	Hall	Field/playground
Time	12pm – 12.20pm	12.20pm – 12.50pm
Staff	Fern and Debs	Sharon, Fern and Tina (M-Th)
Bubble 3 - UKS2 Packed lunches		
Place	Y5/6 room	Field/playground
Time	12pm – 12.20pm	12.20pm – 12.50pm
Staff	Mary	Sharon, Fern and Tina (M-Th)

**Notes:**

Bubbles 2 and 3 will use the hall at the same time, but will enter separately and will sit on separate tables at opposite ends of the hall. They will wait at the bottom of the corridor until Bubble 1 has left the hall. Children will remain seated in the hall, and staff will collect their lunch. The children will remain in the hall/classrooms until they are ready to be taken out at the allotted time with a member of staff. Two bubbles can use the field at the same time, but will use opposite ends of the field. If the field is wet, one bubble will use the far playground and one will use the near playground.

## Appendix 4

## Photos of some of the health and safety measures in place



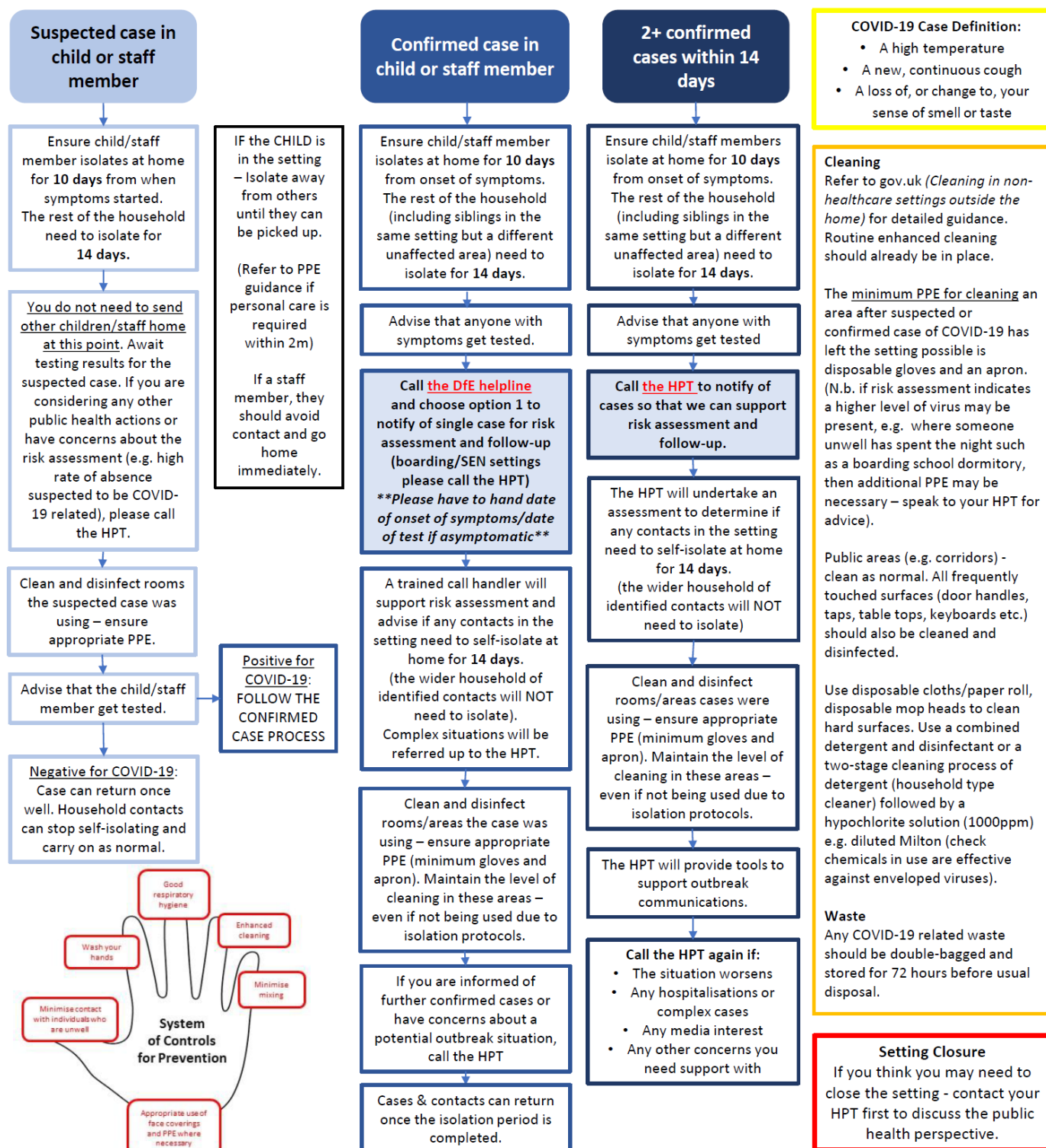
## PHE South East Health Protection Team:

## Managing Suspected and Confirmed COVID-19 cases in Childcare and Educational Settings

Version 4.1 Date 23/9/2020

\*\*Prevent the spread of infection by maintaining high standards of hygiene, including hand washing and regular cleaning and disinfection of surfaces.\*\*

- To notify of 2+ confirmed cases or for advice about a potential outbreak situation, call Hampshire & Isle of Wight Health Protection Team (HPT) on 0344 225 3861 (0844 967 0082 out of hours). If the matter is not urgent you can email [H1OW@phe.gov.uk](mailto:H1OW@phe.gov.uk)
- For general queries about COVID-19 in educational settings, or to notify of a single confirmed case, contact the DfE Helpline on 0800 046 8687 (option 1 for confirmed cases). The line is open Monday-Friday 8am-6pm and Saturday-Sunday 10am-4pm.
- For detailed COVID-19 guidance for educational settings, see [www.gov.uk/coronavirus/education-and-childcare](http://www.gov.uk/coronavirus/education-and-childcare)
- To book a coronavirus test, see [www.nhs.uk/ask-for-a-coronavirus-test](http://www.nhs.uk/ask-for-a-coronavirus-test) (call 119 if you don't have internet access)





## RISK ASSESSMENT FOR – Use of Zoom for virtual meetings during Collective Worship, when meeting visitors and when taking part in remote learning

Written by – Rebecca Lennon, Lucy Aram and Melissa Jones

What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done
Security/privacy issues related to use of Zoom software.	Children – having access to age-inappropriate material.	<ul style="list-style-type: none"> <li>Avoid publishing the link on social media or in public forums.</li> <li>Date and time, together with link to meeting to be shared only in secure email from school email.</li> <li>Both parents and participants to be directed not to pass on link details to other persons, regardless as to how well they know them.</li> <li>Ensure Screen sharing is restricted to host. Chat is turned off.</li> </ul>	<ul style="list-style-type: none"> <li>Close the meeting if anything suspicious occurs during the meeting, and notify parents immediately.</li> <li>Inform HT and LADO.</li> </ul>	The leader	Time of meeting and throughout	
Uninvited / unknown person gaining access to the meeting.	Children – having access to inappropriate and unknown persons.	<ul style="list-style-type: none"> <li>Link only sent to a parent/guardian's or class verified email address.</li> <li>Parents use their child's name for the Zoom meeting so it is clear who is in the waiting room.</li> <li>The leader has a confirmed list of attendees prior to the meeting. Any discrepancy must be resolved before the meeting can progress.</li> </ul>	<ul style="list-style-type: none"> <li>The leader to regularly check the 'participants' button throughout the meeting to check who is attending and to see if no-one else has joined the meeting who shouldn't be there.</li> </ul>	The leader	Prior to and during the meeting.	
Children having access to your computer/laptop.	Children - GDPR breach.	<ul style="list-style-type: none"> <li>The leader leads the meeting themselves and doesn't allow any child to be the host.</li> </ul>	<ul style="list-style-type: none"> <li>Remind children of the guidelines.</li> </ul>	The leader	Prior and throughout the meeting	
Unauthorised recording of sessions	Staff and children – breach of GDPR	<ul style="list-style-type: none"> <li>Ensure parents read the ground rules stipulating that the meetings will not be recorded or screenshot.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all participants are aware that the session must not be recorded by any person who is not the leader.</li> </ul>	The leader	Ongoing	

What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done
Risk of inappropriate online contact /grooming or allegations.	Staff - allegations or inappropriate use of Zoom platform or contact on other electronic platforms	<ul style="list-style-type: none"> <li>Staff read, understand and follow this risk assessment and the E-Safety policy.</li> <li>Zoom meetings will be recorded by the host via the official Zoom recording.</li> <li>At least two members of staff will be present throughout a meeting during remote home learning.</li> <li>A parent/guardian will be present to supervise their child throughout the meeting during remote home learning.</li> <li>All meetings are group ones rather than 1:1 – all parties are aware.</li> <li>'No join before host' setting enabled.</li> <li>The host of the meeting is a staff member with DBS clearance.</li> </ul>	<ul style="list-style-type: none"> <li>In the unlikely event that one of the two adults is called away from the session, the session will cease early.</li> <li>There must be at least two adults present and visible within the session at all times.</li> </ul>	The leader	Ongoing	
Unexpected disclosure.	Child and the rest of the attendees.	<ul style="list-style-type: none"> <li>Leaders must have at least Level 2 Safeguarding training. They are also aware of the procedure to be followed should a child make an unexpected disclosure.</li> </ul>	<ul style="list-style-type: none"> <li>Reassure the child who makes the disclosure that they will be listened to and will be called on the telephone afterwards.</li> <li>Notify the DSL as soon as possible and record on MyConcern.</li> </ul>	The leader	Ongoing	
Inappropriate sharing of personal information/contact details.	Staff Children Sharing of personal information verbally, through messaging or through details visible in background of camera.	<ul style="list-style-type: none"> <li>Ground rules sent prior to the meeting,</li> <li>Adults should ensure that they are in a neutral space without personal information visible.</li> <li>Adult leaders to visually scan each screen shot at earliest opportunity to seek to establish any inappropriate / sensitive background etc...</li> <li>Parents to ensure that the background area is free from personal items like family photos, links to address etc.</li> </ul>	<ul style="list-style-type: none"> <li>Leader to remind children of the ground rules at the start of the meeting.</li> </ul>	Leader and parents of attendees	Prior and ongoing	

What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done
Lack of parental presence/consent.	Child School  Allegations / litigation	<ul style="list-style-type: none"> <li>Obtain consent from parents prior to commencement of the meeting.</li> <li>Ensure an adult is present in the room with the child during the session.</li> </ul>	<ul style="list-style-type: none"> <li>Leader to check that an adult is present with the child – quick hello.</li> </ul>	Leader and parent/ guardian	Prior and ongoing	
Inappropriate clothing/setting for sessions.	Staff and children  Participation in meeting while wearing inappropriate clothing or in inappropriate location e.g. bedroom.	<ul style="list-style-type: none"> <li>Clear guidelines to all students on wearing suitable clothing and being in a suitable location for the meeting.</li> </ul>	<ul style="list-style-type: none"> <li>Leader to request change of location or change of clothes and will end the meeting for them if this isn't adhered to.</li> </ul>	Leader and parent/ guardian	Prior and ongoing	
Inappropriate content from an external visiting speaker (when in school).	Children	<ul style="list-style-type: none"> <li>Prior to the meeting, the teacher will ascertain the content of what the visiting speaker will share and discuss within the meeting.</li> <li>A member of staff will be present throughout.</li> </ul>	<ul style="list-style-type: none"> <li>The member of staff will terminate the meeting straight away if any inappropriate content is shared or discussed.</li> </ul>	Leader	Prior and ongoing	

## Zoom Ground Rules

### Using Zoom in school as part of Collective Worship or when meeting visitors

- A member of staff will always be present.
- Zoom calls will take place as a whole class on one shared laptop, rather than with individual children.
- No other device will be used to record the call.
- The call will be ended if there are any safeguarding concerns.
- Any meetings will be recorded by the host for safeguarding reasons.

### Using Zoom from home as part of remote learning

- Make sure that a parent or other adult in the family is present.
- Make sure you wear appropriate clothing.
- Make sure you are not in a bedroom.
- Make sure there is nothing personal or sensitive on show in the room.
- Do not share any personal details; e.g. your address.
- Make sure you're muted when not talking.
- Put your hand up if you want to talk.
- Be yourself and respect others.
- Do not record on another device, or take pictures or screen shots of the session.
- Your meeting name must be your known first name.
- Only talk about things that you don't mind others hearing.
- The session will be recorded by the host for safeguarding reasons.
- There will always be at least two members of school staff present throughout the whole call.