



## 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	
<b><u>Updates/amendments:</u></b> <b>25.8.20 (following advice from Ross Burroughs, Health and Safety advisor, and following discussions with SLT)</b> <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

#### **7.1.21 – (updated risk assessments to reflect school closures and current provision for vulnerable children and children of critical workers, using the guidance from the DfE ‘Restricting Attendance during National Lockdown: Schools’, and following consultation with staff and checked by the Local Authority Health and Safety team)**

- Section 1 Classes in school have Collective Worship via Zoom
- Section 3 Amended times for drop-off and collection to reflect the fact that there are fewer children in school
- Section 4 Lunchtime arrangements (hot school dinners and packed lunches in the hall)
- Section 6 Use of face coverings for staff in corridors; safe wearing and removal of face coverings
- Section 9 and 10 Use of face coverings for staff in all communal areas
- Section 10 Ventilation – added information about when to open windows and wearing extra layers of clothing
- Section 14 Clinically extremely vulnerable and clinically vulnerable staff and pupils – updated guidance
- Section 15 Use of face coverings and Perspex screens in the office
- Section 16 Lockdown laws
- Section 17 Amended advice from the DfE and PHE regarding Covid tests and isolation and what constitutes ‘close contact’
- Section 21 National lockdown and remote learning

- Section 23 National lockdown – staff remaining with bubbles
- Section 25 Cessation of after-school clubs
- Appendix 3 Amendments of timings and staff
- Appendix 6 Revised risk assessment and ground rules for virtual meetings/teaching

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

## **DfE System of controls**

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the following sections.

### **Prevention**

- 1) Minimise contact with individuals who are unwell by ensuring that those who are required to stay at home do not attend school.
- 2) Where recommended, the use of face coverings in schools.
- 3) Clean hands thoroughly more often than usual.
- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
- 5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Minimise contact between individuals and maintain social distancing wherever possible.
- 7) Where necessary, wear appropriate personal protective equipment (PPE).
- 8) Always keeping occupied spaces well ventilated.

*Numbers 1 to 5, and number 8, must be in place in all schools, all the time.*

*Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.*

*Number 7 applies in specific circumstances.*

### **Response to any infection**

- 9) Engage with the NHS Test and Trace process.
  - 10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.
  - 11) Contain any outbreak by following local health protection team advice.
- Numbers 9 to 11 must be followed in every case where they are relevant*

<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	
<ol style="list-style-type: none"> <li>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> </li> <li>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</li> <li>Lots of praise for adherence and sanctions for deliberate non-compliance</li> <li>Feedback and support is provided using social distancing where possible</li> <li>Children are made aware of adults who need extra protection and strict preventative measures</li> <li>Activities take place outside wherever possible</li> <li>Children remain with their bubble and not mix with other bubbles</li> <li>Staggered playtimes and lunchtimes to enable bubbles to remain apart (see risk assessments 4 and 5)</li> <li>Children enter classrooms via playground doors</li> <li>Children don't walk around the school unless with an adult</li> <li>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>Classes in school have Collective Worship via Zoom</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>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		
<div>1. Only one boy and one girl allowed to go to toilet at a time</div> <div>2. Allocated toilets for different bubbles – children not to use any other toilets</div> <div>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</div> <div>4. Wash hands before and after going to the toilet</div> <div>5. Wash hands regularly throughout the day</div> <div>6. Extra signs in toilet re: washing hands</div> <div>7. Extra soap ordered to ensure we do not run out</div> <div>8. Visitors and contractors to use the toilet behind the Blue Room/SWIFT nest</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>Lack of social distancing when waiting to enter classroom in morning and when collecting children at hometime</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. 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 8.20am – 8.25am (this shorter time is to reflect the fact that there are fewer children in school)</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 2.40pm, 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>				
<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 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 (during partial school closures, hot school dinners and packed lunches will all be in the hall due to lower pupil numbers)</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><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 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><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<div><div>1. Children go straight to the tables in the hall where they remain seated</div><div>2. Children sit diagonally opposite each other where possible</div><div>3. Staff go up to the counter to fetch the children’s meals while catering staff step back</div><div>4. Children remain seated until their bubble are all ready to leave the hall together with their member of staff</div><div>5. One member of staff takes their bubble out while the other cleans their tables and seats</div><div>6. Bubbles sit at tables at opposite ends of the hall and don’t mix</div><div>7. Bubbles 2 and 3 use separate clearing stations when clearing their plates/trays</div><div>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</div><div>9. MSAs clean the hall, tables and seats at the end of lunchtime</div></div> <div>(See documentation in <b>Appendix 3</b>)</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>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		
<div>1. Children stay in their classroom as much as possible and access the outside from classroom door</div> <div>2. One boy and one girl going to toilet at a time</div> <div>3. Messages to office via walkie-talkies or telephones</div> <div>4. Staff use doorways or step to one side to maximise the distance between each other</div> <div>5. Agree instructions with children concerning going and returning to toilet</div> <div>6. Each bubble uses own part of the school as much as possible</div> <div>7. Staff members wash hands before using the dinner register and placing just inside the classroom door</div> <div>8. The dinner registers to be placed just inside the classroom door to be collected by office staff (wash hands before and after handover)</div> <div>9. All staff to wear face coverings when travelling down the corridors (unless medically exempt)</div> <div>10. Contingency supply of face coverings</div> <div><b>DfE: Access to face coverings</b> It is reasonable to assume that staff and young people will now have access to face coverings due to their increasing use in wider society. However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it, or it having become soiled or unsafe, education settings should take steps to have a small contingency supply available to meet such needs. <b>Safe wearing and removal of face coverings</b> Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully. Pupils (and staff) must be instructed (advised) not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a ‘black bag’ waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again.</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>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>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 children and families due to 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. COVID 19 social stories to support children and prepare them</li> <li>2. Class rules/charters drawn up to reflect the new situation</li> <li>3. Offer reduced time in school to ensure transition is successful from home to school, where needed</li> <li>4. ELSA provision available for children who are distressed</li> <li>5. Children's wellbeing supported throughout the school year</li> <li>6. Short, enjoyable learning activities with regular brainbreaks and physical activity</li> <li>7. Familiar learning activities where possible, to revisit previous learning</li> <li>8. Lots of planned activities to promote talking and collaborative work</li> <li>9. Lots of social activities</li> <li>10. Staff being sensitive to children's emotional needs and experiences</li> <li>11. Be aware of the potential concerns of pupils, parents and households who may be reluctant or anxious about Covid - FLO to provide appropriate support to address this</li> <li>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> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLECTIBLE

<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 are encouraged 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, especially 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> <li>11. All staff to wear face coverings when in corridors and all communal areas, and when taking part in staff meetings where these are in person</li> <li>12. Visors and face masks available for staff if requested when working closely with 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>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 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>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<div>1. Sets of PPE (disposable gloves, face coverings and visors) on hand if necessary (in the Sunshine room)</div> <div>2. Visors and face masks available for staff if requested when working closely with children</div> <div>3. Reduced timetable/removal considered if necessary if children are acting in a way that staff are put at risk</div> <div>4. Have natural ventilation wherever possible while hopefully maintaining a comfortable workplace temperature: keep windows ajar - lower temperatures and likely windy weather conditions in the winter months will increase the natural ventilation through openings. This means that windows and doors won't need to be opened as wide, so partially opening them can still provide adequate ventilation while maintaining a comfortable workplace temperature; open high level windows in preference to low level windows to reduce draughts; maximise the ventilation while spaces are unoccupied (e.g. during break and lunch) by opening all doors and windows wide; inform staff and children to wear extra layers and warmer clothing; rearrange furniture where possible to avoid draughts</div> <div>5. Plan outside activities as much as possible</div> <div>6. 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</div> <div>7. Encourage children to sit side-by-side rather than face-to-face</div> <div>8. Children should be encouraged not to touch each other</div> <div>9. Contact sports avoided</div> <div>10. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils</div> <div>11. 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</div> <div>12. All staff to wear face coverings when in corridors and all communal areas, and when taking part in staff meetings where these are in person</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>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>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. 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 section 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>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 vulnerable staff, pupils 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>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<div>1. Staff who are clinically extremely vulnerable are advised to work from home and where this is not possible, they should not go into work</div> <div>2. All other staff can continue to attend work, including those living in a household with someone who is clinically extremely vulnerable</div> <div>3. Clinically vulnerable staff can continue to attend school where it is not possible to work from home. While in school they should follow the sector-specific measures in the document ‘Restricting attendance during the national lockdown: schools’ to minimise the risks of transmission.</div> <div>4. Pregnant women are in the ‘clinically vulnerable’ category and are generally advised to follow the advice for clinically vulnerable people, which applies to all staff in schools. As per national restrictions, staff should work at home where possible. All pregnant women should take particular care to practise frequent thorough hand washing, and cleaning of frequently touched areas in their home or workspace, and follow the measures set out in the system of controls section of the guidance to minimise the risks of transmission. A separate risk assessment is available for pregnant women</div> <div>5. Pregnant women are not advised to be vaccinated against COVID-19 at this time, as per government guidance</div> <div>6. Staff and children (where appropriate) to be made aware of those who need to adhere to strict social distancing within their bubbles</div> <div>7. All children deemed clinically extremely vulnerable are advised not to attend school</div> <div>8. Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school in all local restriction tiers if they are eligible during school closures</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>Risk of illness of and from office staff and visitors through direct and indirect 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>1. Visitors 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, wherever possible</li> <li>4. Office staff to communicate with bubbles via telephone or walkie talkie where possible</li> <li>5. Face coverings to be worn when entering the school office</li> <li>6. Members of staff will keep 2m apart when in the office</li> <li>7. Perspex screens will be used between desks when someone is working at the middle desk</li> <li>8. Limit the number of adults in the office – no more than five at any one time</li> <li>9. Ensure phones, mice, keyboards and commonly touched desk surfaces are cleaned throughout the day and at the end of each day</li> <li>10. Members of staff to wash hands before making hot drinks (handling of tea/coffee/sugar canisters)</li> <li>11. First aid packs created for each bubble, to avoid first aid having to be administered in the office</li> <li>12. 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>13. 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>14. 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>15. Contact details will be kept of all visitors for the purposes of test and trace</li> <li>16. 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. Everyone to follow the current lockdown laws which makes illegal the mixing of social groups and gatherings</li> <li>9. School to contact the police if there has been a possible breach of the current lockdown laws outside of school, and to remind all parents of the current restrictions</li> <li>10. 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</b> through 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. 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>2. If a child develops symptoms whilst in school, they are moved to the Sunshine room and parents/carers are notified</li> <li>3. If a member of staff develops symptoms whilst in school, they go home immediately after informing a member of SLT</li> <li>4. 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>5. (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>6. 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="353 778 1536 986"> <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>7. 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>8. 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>9. Staff/other pupils who have had contact with the symptomatic pupil must wash their hands thoroughly for 20 seconds</li> <li>10. 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>11. 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>12. If a member of staff develops symptoms whilst in school, they inform SLT and immediately go home</li> <li>13. Parents and staff notified of the following procedures: <ol style="list-style-type: none"> <li>a. 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> <li>b. Inform the school as soon as you have the results back so the school can inform the DfE on <b>0800 046 8687</b> (for one confirmed case). The DfE will support risk assessment and advise if any contacts in the setting need to self-isolate.</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
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										

- c. If someone with symptoms tests negative for coronavirus (COVID-19), then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact.
- d. If someone with symptoms tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 10 days from the day after the individual tested positive.
- e. If there is more than one confirmed case within 14 days, the school will 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.

Close contact means:

- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person

**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	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>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>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. Revised fire marshals and deputies allocated for their areas/bubbles</li> <li>2. All staff and children know which escape route to use in their areas/bubbles</li> <li>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</li> <li>4. Current fire precautions and procedures remain in place; fire drill to be carried out each half term</li> <li>5. Muster station remains the far playground</li> <li>6. Fire alarms continue to be tested weekly and all other checks continue on a weekly/monthly/yearly basis</li> <li>7. All doors to be closed when go out to play or lunch</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>

Fire Marshals and Areas (and deputies in case of absence)						
	Year R/1	Year 1/2	Year 3/4	Year 5	Year 6	Main public areas
<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><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>Failing to communicate changes to staff and parents</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. Regular emails and letters (sent by email or paper copies where needed) 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	
<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 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>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. 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>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>Local or national 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	
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	
<ol style="list-style-type: none"> <li>1. 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>2. 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>3. In the event of a national lockdown, school will be closed except to vulnerable children and children of critical workers. School will keep regular communication with parents to keep them fully informed.</li> <li>4. For school closures, or self-isolating groups of pupils, remote education contingency plans will be in place: <ol style="list-style-type: none"> <li>a. Class email addresses will be used to communicate with the parents/children and to send work home</li> <li>b. Emergency packs will be sent home with the children, to be used for the first few days of self-isolation to provide time for the teacher to adapt their current learning journeys for remote learning</li> <li>c. Remote learning provision in place (see 'Remote Education Provision at Brighstone Primary School' available on our school website)</li> <li>d. <b>Appendix 6 – Risk Assessment for Virtual Meetings</b></li> <li>e. Laptops/tablets and routers/dongles provided for those children without access to adequate technology</li> <li>f. During school closures, children without access to adequate technology are eligible for a place in school</li> <li>g. There will be higher expectation of schoolwork in the day</li> <li>h. Provision in school for children of critical workers and vulnerable children (in the case of a local lockdown)</li> </ol> </li> <li>5. 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 virtual meetings in these circumstances. If the self-isolating child is ill, then work won't be sent home.</li> </ol>			
<b>Remaining level of risk</b>		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	
<ol style="list-style-type: none"> <li>1. No residential (overnight) trips to be undertaken until the government advice changes</li> <li>2. Keep children in their consistent bubbles</li> <li>3. Liaise with the destination/provider to check their risk assessments and protective measures</li> <li>4. Make use of outdoor spaces in the local area to support delivery of the curriculum</li> <li>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</li> <li>6. Visit leaders ensure they are aware of wider advice on visiting indoor and outdoor venues</li> <li>7. Visit leaders access advice and support from EVOLVE website, EVOLVE team and the school's EVC (R. Lennon)</li> <li>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> </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>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>NEGLIGIBLE</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> <li>3. During national lockdown and school closures, staff will remain with their own bubbles rather than teaching across bubbles for specialist teaching, except for the sports coach (see bullet point 1)</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 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><b>During national lockdown and school closures, face-to-face First Access whole class lessons will not take place.</b></p> <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> <p><b>During national lockdown and school closures, face-to-face peripatetic lessons will not take place.</b></p>			

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>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. 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> <p><b>No after-school clubs will take place during national lockdown and school closures.</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>



**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 during school closures**

Bubble 1 - Reception and KS1		
Place	Hall (Hot school dinners and packed lunches)	Field/playground
Time	11.45am – 12.15pm	12.15pm – 12.45pm
Staff	Kathy and Sharon	Kathy and Sharon

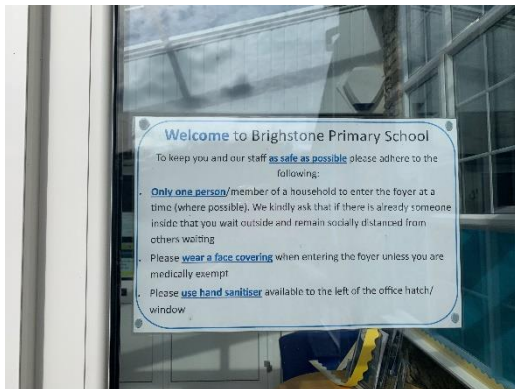
Bubble 2 and Bubble 3 - KS2 Hot school dinners and packed lunches (at opposite ends of the hall and playground)		
Place	Hall	Field/playground
Time	12.15pm – 12.40pm	12.40pm – 1pm
Staff	Fern and Deb	Fern and Deb

**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 or playground at the same time, but will use opposite ends of the field or playground.

## Appendix 4

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



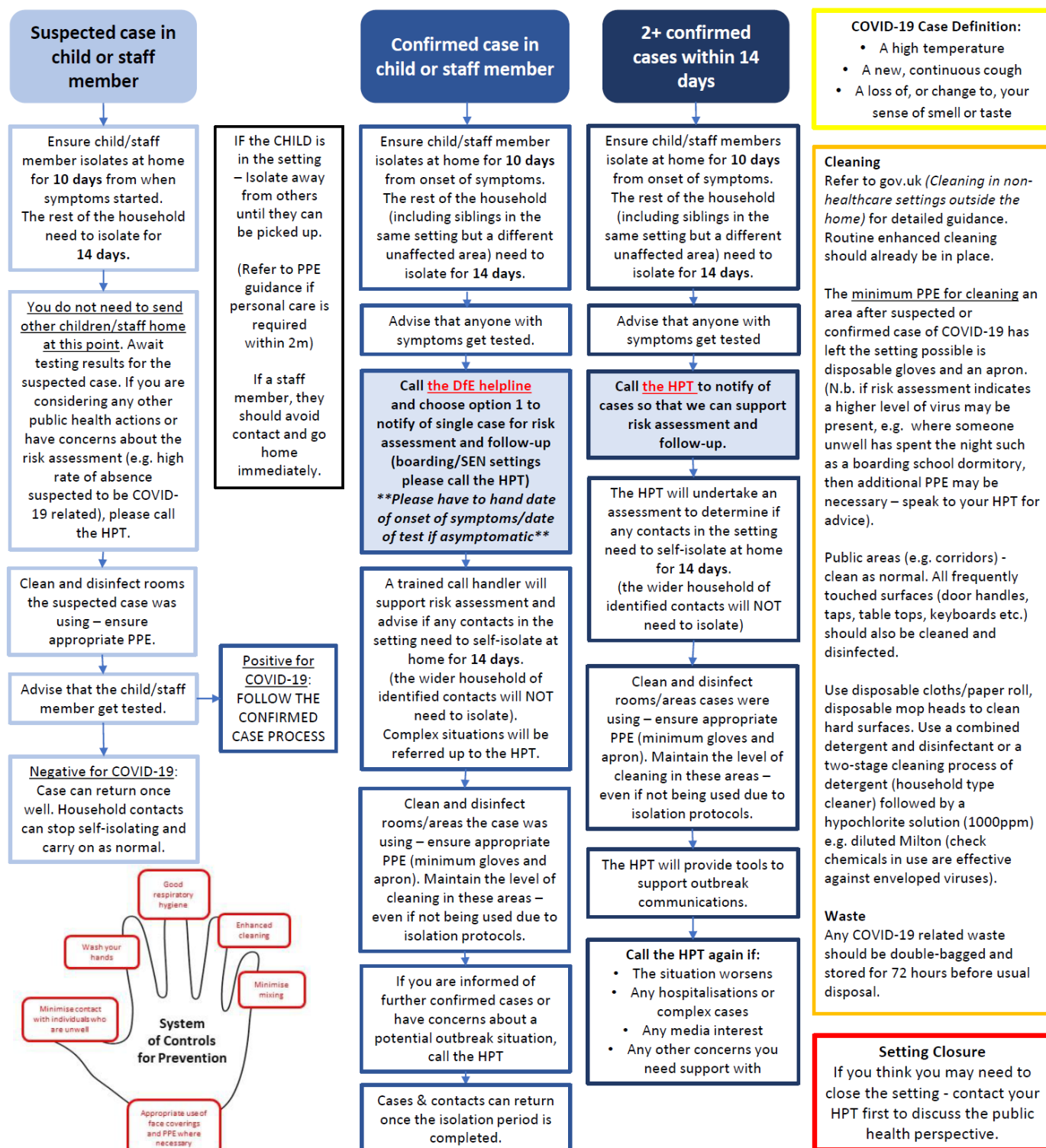
## PHE South East Health Protection Team:

## 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 [HIOW@phe.gov.uk](mailto:HIOW@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)



## Appendix 6

## Risk assessment for the use of virtual meetings and teaching (Zoom, Google Meet)



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

Written by – Rebecca Lennon, Lucy Aram and Melissa Jones

Date: 14.7.20; amended on 3.9.20; amended on 6.1.21; amended on 15.1.21

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 Google Classroom or Zoom.	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.</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 child's verified email address.</li> <li>Ensure that the 'waiting room' function is enabled.</li> <li>Parents use their child's name for the virtual 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	



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
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	
Risk of inappropriate online contact /grooming or allegations.	Staff - allegations or inappropriate use of Google Classroom or 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>Virtual meetings will be recorded by the host via the official virtual meeting recording.</li> <li>All virtual meetings organised by school will have at least one member of staff present. Where breakout rooms are used, enough members of staff will be present in the meeting to enable at least one per breakout room.</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, unless previously arranged between the parent and member of staff.</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 cases of staff absence, an alternative member of staff will be present for breakout rooms. Where this isn't able to happen, breakout rooms won't take place.</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	

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
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 meetings and made available on the school website.</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	
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 meetings.</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	

## Virtual Meetings Ground Rules and Consent



- Make sure your parent, guardian or teacher is present in the room.
- 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.
- Use 'reactions' to engage with your class.
- Do not record the meeting 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.
- I will be removed from the meeting if I say or do anything inappropriate.

\* If I am in school, I know that my teacher will make sure that these rules are followed and that I will be sharing a school laptop with the other children and staff in school.

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### Virtual Meeting Ground Rules and Consent

I give permission for (child) ..... to attend virtual meetings with their teacher and classmates every day.

I agree to the above rules and understand that the meeting will end for me and my child if there are any safeguarding concerns.

Signature of parent/guardian:.....