



Organisation and risk assessments for 2020-2021

Risk Assessments

Location / Site	
Brighstone CE Aided Primary School	
Activity / Procedure	
Covid-19 Arrangements for opening of school to all pupils from September 2020 – subject to change according to changes in government guidance	
Assessment date	
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	
<u>Updates/amendments:</u> 25.8.20 (following advice from Ross Burroughs, Health and Safety advisor, and following discussions with SLT) <ul style="list-style-type: none"> • 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 • 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 • 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 • 1.14 After-school provision in preschool room – each bubble to remain in their allocated separate area within the same room • 2.8 Visitors and contractors to use the toilet behind the Blue Room/SWIFT nest • 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) • 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 • 6.7 Staff members wash hands before using the dinner register and placing just inside the classroom door • 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) • 7.7 Equipment to be labelled with date last used, and stored in the subject areas (PE store, Art area, Science cupboard) • 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 • 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 • 12.6 Reminders to cough or sneeze into elbows if no tissue to hand • 12.7 Put used tissues down the toilet or in allocated pedal bins in classrooms and in the office, and wash hands thoroughly afterwards • 14.3 Staff and children (where appropriate) to be made aware of those who need to adhere to strict social distancing within their bubbles • 15.2 Visitors to the foyer to wear face masks • 15.12 Visitors will be advised as to the health and safety measures in place via a briefing given at reception on arrival • 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 • 16.6 If advised by the Public Protection Team, the school will notify all parents of any instances of symptoms and results from testing • 16.9 Children enter classrooms via playground doors • 16.10 Children don't walk around the school unless with an adult 	

- 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’, as well as guidance from Hampshire and the IOW local authorities, and following consultation with staff)

- 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

25.1.20 – (updated regarding the administration of the Covid-19 Lateral Flow Tests for staff)

- Added Section 26 Administration of the Covid-19 Lateral Flow Tests for staff
- Added point 13 in Section 9 Covid-19 LFT offering reassurance for staff

4.2.21 – (updated following correspondence with the local H&S team and the local Public Health Team)

- Noted the conflicting advice from PHE and the DfE over when to restart the Lateral Flow Tests following a positive PCR test

1.3.21 – (updated following new guidance from the DfE regarding schools fully reopening to all children from 8th March)

- Section 3 Amended times to reflect the fact that all children are back in school
- Section 8 Support for transition back to school
- Section 17 Bullet point 14 When to self-isolate, including legal obligations to do so
- Section 22 No educational visits at this time
- Section 24 Peripatetic and First Access music lessons can resume
- Section 25 After-school clubs can resume
- Section 27 Behaviour, discipline and wellbeing
- Appendix 3 Lunchtime organisation updated with staffing arrangements

4.3.21 – (updated following staff meeting and new guidance from the Local Authority regarding resuming testing following a positive PCR test)

- Section 3 Drop-off and collection times amendment
- Section 26 Bullet point 27 When to resume Lateral Flow Testing following a positive PCR test

13.5.21 – (updated following new guidance from the DfE on 10th May 2021)

- DfE system of controls – updated
- Section 10 Added 'Safe wearing and removal of face coverings'
- Section 14 Updated guidance around CEV staff and pupils
- Section 15 Added the school's requirement for visitors to carry out an LFD test before coming to the school
- Section 17 Risk of contracting Covid-19 from individuals who are required to self-isolate
- Section 17 Added 'Promote and engage with the NHS Test and Trace process' and 'Booking a polymerase chain reaction (PCR) test through 119
- Section 22 Amended title to 'Lack of hygiene measures on domestic educational day and overnight visits' to recognise that day and overnight residential visits are now permitted; additional information added
- Section 25 Updated guidance about use of after-school clubs and inter-school sports competitions
- Added new Section 28 Risk of spreading through the recruitment and interview process
- Added new Section 29 Risk of spreading the virus through transition days

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 contracting Covid-19 from individuals who are required to self-isolate
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 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
- 26. Administration of the Covid-19 Lateral Flow Test
- 27. Behaviour, discipline and wellbeing
- 28. Risk of spreading the virus through the recruitment and interview process
- 29. Risk of spreading the virus through transition days

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

You must always:

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

In specific circumstances:

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

Response to any infection

You must always:

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

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 between bubbles 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. Children to remain in their bubbles throughout the day:<ul style="list-style-type: none">Bubble 1: Reception, Y1 and Y2Bubble 2: Y3 and Y4Bubble 3: Y5 and Y6See Appendix 1</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. Children remain with their bubble and not mix with other bubbles</div> <div>7. Staggered playtimes and lunchtimes to enable bubbles to remain apart (see risk assessments 4 and 5)</div> <div>8. Children enter classrooms via playground doors</div> <div>9. Where possible, children don’t walk around the school unless with an adult</div> <div>10. 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>11. Classes in school have Collective Worship via Zoom, or outside with bubbles seated at a safe distance from each other</div>				
Remaining level of risk		Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE	

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

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 will be put 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 and parents informed)</div> <div>3. Parents advised that they can drop-off their children between 8.15am – 8.25am. Parents and children will walk along the path around the field, remaining socially distanced from other bubbles. A member of staff will be on the gate and on the playground</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 when the doors open at 8.15am</div> <div>7. Instructions shared and reminders provided 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 (and the spare classroom door for Y3 on Fridays), to avoid lack of social distancing measures outside Y3/4 classroom</div> <div>10. Signage re: social distancing for parents and children displayed around the school</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>				
Remaining level of risk		Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE	

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 between bubbles during playtimes and lunchtimes 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. Staggered playtimes and lunchtime play and allocated play areas</div> <div>2. Staggered lunchtimes in the hall</div> <div>3. Allocated eating areas<div><div>Bubbles 1 and 2: Hot school dinners and packed lunches in the hall</div><div>Bubble 3: Hot school dinners in the hall and packed lunches in the classrooms (in the case of partial school closures, hot school dinners and packed lunches will all be in the hall due to lower pupil numbers)</div></div></div> <div>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</div> <div>5. Same MSAs to remain with bubbles, where possible</div> <div>(See documentation in Appendices 2 and 3)</div>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

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 between bubbles when eating lunch 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. 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, where possible</div> <div>8. MSAs clean the hall, tables and seats between bubbles and at the end of lunchtime</div> <div>(See documentation in Appendix 3)</div>				
Remaining level of risk		Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE	

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 in the corridors 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. 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. Staff use doorways or step to one side to maximise the distance between each other</div> <div>4. Agree instructions with children concerning going and returning to toilet</div> <div>5. Each bubble uses own part of the school as much as possible</div> <div>6. Staff members wash hands before using the dinner register and placing just inside the classroom door</div> <div>7. 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>8. All staff to wear face coverings when travelling down the corridors (unless medically exempt)</div> <div>9. Contingency supply of face coverings</div> <div>DfE: Access to face coverings 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.</div> <div>Safe wearing and removal of face coverings 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. People 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>				
Remaining level of risk		Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE	

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Using shared resources resulting in indirect 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	
<ol style="list-style-type: none"> 1. Children have own packs of stationery labelled with their name, that are kept in their trays 2. Shared resources in the classroom cleaned with anti-viral spray or Milton regularly and left to dry 3. Tables, door handles and other surfaces cleaned with anti-viral spray every night 4. Plastic packets (zippy) bags used for individual resources where required 5. Children encouraged to wash hands or use hand gel before and after sessions 6. No toys or equipment to be brought in from home 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) 8. Playtime equipment allocated per bubble, which is frequently cleaned 9. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided 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 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Emotional distress and anxieties of children and families due to Covid-19 and when returning to school			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. COVID 19 social stories to support children and prepare them 2. Class rules/charters drawn up to reflect the new situation 3. Support, such as social stories and coming back to school early, in place to support transition from home to school, where needed 4. ELSA provision available for children who are distressed 5. Children's wellbeing supported throughout the school year 6. Short, enjoyable learning activities with regular brainbreaks and physical activity 7. Familiar learning activities where possible, to revisit previous learning 8. Lots of planned activities to promote talking and collaborative work 9. Lots of social activities where needed 10. Staff being sensitive to children's emotional needs and experiences 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 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 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Emotional distress and anxieties of staff due to Covid-19			
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	
<ol style="list-style-type: none"> 1. Inclusion in risk assessment process – input into hazard identification and control measures 2. Staff are encouraged to discuss concerns and share control measures 3. Sharing of support helplines – Employee Assistance Programme offered by Strictly Education 4. Risk assessments reviewed and amended where needed 5. Separate risk assessment for the office area (see number 15) 6. Children reminded that they can't go too close to adults where applicable 7. Vulnerable staff adhere to strict social distancing – in school with strict 2 metre or 1 metre distancing measures in place 8. PPE for cleaners if requested – disposable gloves, face masks and visors 9. PPE available for all staff, especially if there is a suspected case of Covid-19 - disposable gloves, face masks and visors 10. PPE to be worn for routine intimate care (see separate risk assessment) 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 12. Visors and face masks available for staff if requested when working closely with children 13. Staff can take part in the voluntary Covid-19 Lateral Flow Device Testing to help to reduce anxieties 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
Risk of spreading virus due to close contact with each other 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. 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 (although this isn't an official DfE requirement anymore)</div> <div>7. Encourage children to sit side-by-side rather than face-to-face as much as possible</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>				
Safe wearing and removal of face coverings <ul style="list-style-type: none">Safe wearing of face coverings necessitates:<ul style="list-style-type: none">cleaning hands before and after touching face coverings, including to remove or put them onsafely storing face coverings in individual, sealable plastic bags between usenot touching the front of face coverings during use or when removing themWhere a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff may consider bringing a spare face covering to wear if their face covering becomes damp during the day.				

- If pupils arrive at school wearing a face covering we will instruct pupils to:
 - not touch the front of their face covering when removing it
 - dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin)
 - place reusable face coverings in a plastic bag they can take home with them
 - wash their hands again before heading to their classroom

Remaining level of risk

Consider level of risk following use of control measures

HIGH

MEDIUM

LOW

NEGLIGIBLE

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

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

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of infection due to lack of cleaning resulting in indirect transmission of the Covid-19 virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. All surfaces, handles, toilets and shared equipment will be cleaned each day using anti-viral spray or bleach 2. PPE (disposable visors, face coverings, gloves and aprons) to be available and worn by cleaning staff where requested 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) 4. Tables and resources are cleaned after use 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of illness of vulnerable staff, pupils and family members through direct and indirect transmission of the Covid-19 virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLECTIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Staff and pupils who are clinically extremely vulnerable are no longer advised to shield, unless they have been specifically advised by their GP or clinician not to attend school 2. All other staff can continue to attend work, including those living in a household with someone who is clinically extremely vulnerable 3. Clinically vulnerable staff can continue to attend school where it is not possible to work from home. 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, but can attend school if they cannot work from home. 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 5. Staff and children (where appropriate) to be made aware of those who need to adhere to strict social distancing within their bubbles 6. Children and staff who live with someone who is clinically extremely vulnerable should still attend school 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLECTIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
Risk of illness of and from office staff and visitors through direct and indirect 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. Visitors are requested to enter the foyer one at a time – display signs to state this</div> <div>2. Visitors in the foyer to wear face masks – display signs to state this, and inform parents via text/email</div> <div>3. Contractors only enter the building when all children and staff have gone, wherever possible</div> <div>4. Office staff to communicate with bubbles via telephone or walkie talkie where possible</div> <div>5. Face coverings to be worn when entering the school office</div> <div>6. Members of staff will keep 2m apart when in the office</div> <div>7. Limit the number of adults in the office – no more than five at any one time</div> <div>8. Ensure phones, mice, keyboards and commonly touched desk surfaces are cleaned throughout the day and at the end of each day</div> <div>9. Members of staff to wash hands before making hot drinks (handling of tea/coffee/sugar canisters)</div> <div>10. First aid packs created for each bubble, to avoid first aid having to be administered in the office</div> <div>11. 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</div> <div>12. Visitors (including supply teachers, peripatetic music teachers, specialists and therapists for children with SEND, authority advisors, job interviewees) will be kept to a minimum, and where they are present, they will comply with the school’s arrangements for managing and minimising risk, including taking care to maintain distance from other staff and pupils and minimising 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</div> <div>13. Visitors will be asked to carry out an LFD test before coming to the school</div> <div>14. Contact details will be kept of all visitors for the purposes of test and trace</div> <div>15. Where possible, potential new 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.</div>				
Remaining level of risk		Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE	

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of illness from home through direct and indirect 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	
<ol style="list-style-type: none"> 1. Staff and children wash hands on arrival 2. Staff and parents to notify the school straightaway if they, their children or other members of their household develop symptoms 3. Staff, parents and children will get tested if they develop symptoms, and notify the school of the result 4. Staff, parents and children will notify the NHS of people they have been in contact with (according to the guidelines from the NHS) 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 6. If advised by the Public Protection Team, the school will notify all parents of any instances of symptoms and results from testing 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) 8. Everyone to follow the current lockdown laws and restrictions at the time; school may put reminders in the newsletter if and when required 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"> a. Pupils must be instructed not to touch the front of their face covering during use or when removing them. 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. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of contracting Covid-19 from individuals who are required to self-isolate			
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	
<p>Minimise contact with individuals who are required to self-isolate by ensuring they do not attend school.</p> <p>When an individual develops COVID-19 symptoms or has a positive test</p> <ol style="list-style-type: none"> Pupils, staff and other adults must not come into the school if: <ol style="list-style-type: none"> they have one or more COVID-19 symptoms a member of their household (including someone in their support bubble or childcare bubble if they have one) has COVID-19 symptoms they are legally required to quarantine, having recently visited countries outside the Common Travel Area they have had a positive test have been in close contact with someone who tests positive for COVID-19 They must immediately cease to attend and not attend for at least 10 days from the day after: <ol style="list-style-type: none"> the start of their symptoms the test date if they did not have any symptoms but have had a positive LFD or PCR test (if an LFD test is taken first, and a PCR test is then taken within 2 days of the positive lateral flow test, and is negative, it overrides the LFD test and the pupil can return to school) Ensure everyone onsite or visiting is aware of this procedure. If anyone in school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), we will: <ol style="list-style-type: none"> send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days advise them to follow the guidance for households with possible or confirmed COVID-19 infection advise them to arrange to have a test as soon as possible to see if they have COVID-19 Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test, and the next 10 full days. It remains essential that anyone who gets a positive result from an LFD result self-isolates immediately, as must other members of their household, while they get a confirmatory PCR test. If a member of the household starts to display symptoms while self-isolating they will need to restart the 10-day isolation period and book a test. 			

7. If anyone tests positive whilst not experiencing symptoms, but develops symptoms during the isolation period, they must restart the 10-day isolation period from the day they developed symptoms.
8. If a pupil is awaiting collection:
 - a. they should be moved to the Sunshine Room where they can be isolated behind a closed door, depending on the age and needs of the pupil, with adult supervision
 - b. a window will be opened for fresh air ventilation
 - c. if it is not possible to isolate them, they will be moved to an area which is at least 2 metres away from other people (in the PPA work area)
 - d. if they need to go to the bathroom while waiting to be collected, they will use the toilet in the Sunshine Room, which will be cleaned and disinfected afterwards using standard cleaning products before being used by anyone else
 - e. personal protective equipment (PPE) must be worn by staff caring for the pupil
 - f. while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs)
9. In an emergency, call 999 if someone is seriously ill or injured or their life is at risk.
10. PHE has advised that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying COVID-19.

Manage confirmed cases of COVID-19 amongst the school community

1. If someone who uses dedicated transport tests positive, local authorities should work with schools and colleges to identify close contacts. Schools may receive support on this through the dedicated advice service introduced by PHE, which can be reached through the DfE helpline on 0800 046 8687, or their PHE local health protection team if escalated.
2. In the case of a confirmed Covid case, a risk assessment will be undertaken to determine close contacts; a close contact can be anyone who:
 - a. lives in the same household as someone with COVID-19 symptoms or who has tested positive for COVID-19
 - b. has had any of the following types of contact with someone who has tested positive for COVID-19 with either a PCR test or LFD test (if a confirmatory PCR test is negative, provided it was taken within two days of the positive LFD, it overrides the lateral flow test and close contacts can stop self-isolating):
 - i. face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre
 - ii. been within 1 metre for 1 minute or longer without face-to-face contact
 - iii. been within 2 metres of someone for more than 15 minutes (either as a one-off contact or added up together over 1 day)
 - iv. travelled in the same vehicle or a plane
3. Whilst awaiting the confirmatory PCR result, pupils, students and staff and close contacts should continue to self-isolate.
4. If someone who uses transport tests positive, the assessment is likely to take account of factors such as:
 - a. vehicle size
 - b. degree of face-to-face contact
 - c. length of time in close proximity
 - d. whether a Perspex screen is in place
5. The advice service (or PHE local health protection team if escalated) will provide advice on who must be sent home and asked to self-isolate. To support them in doing so, school will keep a record of pupils and staff in each group, and any close contact that takes places between pupils and staff in different groups (this should be done in a manageable way so as to not become overly burdensome).

6. School will use the template letter provided by PHE to send to parents of children asked to self-isolate. This can also be used for staff if needed. The names or details of people with COVID-19 will not be shared unless essential to protect others.
7. Household members of those contacts who are sent home do not need to self-isolate unless the pupil or staff member who is self-isolating subsequently develops symptoms. This is unless they have been told to self-isolate by NHS Test and Trace or their public health protection team, in which case they must self-isolate; this is a legal obligation.
8. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10 days from the day after contact with the individual who tested positive, they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection.
9. They should get a test, and:
 - a. if the test delivers a negative result, they should remain in isolation for the remainder of the 10-day isolation period - this is because they could still develop COVID-19 within the remaining days
 - b. if the test result is positive, they should inform their school immediately, and must isolate from the day of onset of their symptoms and at least the following 10 full days - their household should self-isolate starting from when the symptomatic person in their household first had symptoms and the next 10 full days, following guidance for households with possible or confirmed COVID-19 infection
10. School is not required to request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

Promote and engage with the NHS Test and Trace process

1. Staff members, parents and carers will need to:
 - a. book a test if they or their child has symptoms - the main symptoms are:
 - i. a high temperature
 - ii. a new continuous cough
 - iii. a loss or change to your sense of smell or taste
 - b. self-isolate immediately and not come to school if:
 - i. they develop symptoms
 - ii. they have been in close contact with someone who tests positive for COVID-19
 - iii. anyone in their household or support or childcare bubble develops symptoms of COVID-19
2. they are required to quarantine having recently visited countries outside the common travel area they have been advised to isolate by NHS test and trace or the PHE local health protection team
3. provide details of anyone they have been in close contact with, if they test positive for COVID-19 or if asked by NHS Test and Trace

Polymerase Chain Reaction (PCR) tests contingency supply

1. These kits can be given directly to:
 - a. staff
 - b. parents collecting a pupil who has developed symptoms at school

2. These PCR tests kits will also help ensure that symptomatic staff can get a test. If they test negative, they can return to work as soon as they are well and no longer have symptoms of COVID-19.
3. These kits can be replenished when they run out by making an order through the online portal. School will call the Test and Trace helpdesk on 119 if the kits that have been ordered have not arrived.
4. Having a test at a testing site will deliver the fastest results for symptomatic cases.
5. These PCR test kits are provided to be used in the exceptional circumstance that an individual becomes symptomatic and you believe they may have barriers to accessing testing elsewhere.
6. Ask parents and staff to inform the school as soon as they get their result.

Remaining level of risk

Consider level of risk following use of control measures

HIGH

MEDIUM

LOW

NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Serious injuries or fatalities from fire			
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	
<ol style="list-style-type: none"> 1. 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 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

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
Adults	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
Areas to check	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

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Failing to communicate changes to staff and parents leading to transmission of COVID-19			
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	
<ol style="list-style-type: none"> 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 2. Parents are notified by text, if needed, when an important email is sent out 3. All letters/emails sent to parents are put on the COVID-19 page of the school website 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 5. Signs and notices displayed around the school site, reminding staff, parents and children of social distancing measures and other procedures 6. Staff meetings to disseminate information and provide training where appropriate and necessary 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of hygiene or social distancing on school transport leading to transmission of COVID-19			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Children to sit in school bubbles 2. Sit socially distanced where possible 3. Staff and children use hand sanitiser upon boarding and disembarking 4. Organised queuing and boarding – children stand 1 metre apart from each other where possible 5. School checks the COVID-19 risk assessments provided by the transport company, including additional cleaning and ventilation 6. Staff and children over 11 will wear a face covering 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Local or national lockdown or self-isolating bubble leading to lack of education for school pupils; contingency planning			
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	
<ol style="list-style-type: none"> Appropriate authorities will decide which measures to implement to help contain the spread if a local area sees a spike in infection rates 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 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. For school closures, or self-isolating groups of pupils, remote education contingency plans will be in place: <ol style="list-style-type: none"> Class email addresses will be used to communicate with the parents/children and to send work home 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 Remote learning provision in place (see 'Remote Education Provision at Brighstone Primary School' available on our school website) Appendix 6 – Risk Assessment for Virtual Meetings Laptops/tablets and routers/dongles provided for those children without access to adequate technology During school closures, children without access to adequate technology are eligible for a place in school There are specific expectations of schoolwork in the day. As a minimum we will provide: <ol style="list-style-type: none"> Key Stage 1: 3 hours a day on average across the cohort, with less for younger children Key Stage 2: 4 hours a day Provision in school for children of critical workers and vulnerable children (in the case of a local lockdown) 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. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
Lack of hygiene measures on domestic educational day and overnight visits leading to transmission of COVID-19				
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		
Educational day visits and domestic residential educational visits are now allowed (residential visits from 19th May)				
<div>1. Keep children in their existing, established bubbles</div> <div>2. Teachers and members of the school workforce that are already part of the established school bubble should accompany children on the visit; regular volunteers to that bubble may also accompany them providing a negative LFD test has been gained before the visit</div> <div>3. Parents or carers should not accompany the group to maintain the integrity of the bubble</div> <div>4. Liaise with the destination/provider to request and check their risk assessments and Covid-secure measures which should meet the requirements in the guidance, including ‘hotels and other guest accommodation’ for residential visits; we will pay particular attention to how the centre will manage any Covid-19 cases during our visit/stay. In particular, we will ask residential providers to confirm that they:<div><div>a. are confident they can maintain the integrity of the school bubbles and prevent mixing with other guests and bubbles</div><div>b. have assessed overnight sleeping arrangements in line with the size of the group that will be expected to share rooms or dormitories, particularly in respect of measures to ensure appropriate ventilation and adequate spacing between beds</div><div>c. have measures in place to ensure the effective and frequent sanitising and cleaning of any shared facilities such as:<div><div>i. bathrooms</div><div>ii. kitchen or dining</div><div>iii. any potentially shared equipment or communal facilities</div><div>iv. frequently touched surfaces</div></div></div><div>d. are able to break down bubbles into smaller groups for sleeping and room sharing is limited as far as possible</div><div>e. are able to provide separate, individual bedrooms for school staff so they don’t share with other members of school staff</div></div></div> <div>5. Make use of outdoor spaces on visits and in the local area to support delivery of the curriculum</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: https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits</div> <div>9. Parents, carers and children will be fully informed about the organisation of the visit and the Covid-19 measures in place. School will share the full risk assessments with parents, carers and children, to ensure that, as far as is practicably possible, the visit is and will remain Covid-19 compliant.</div> <div>10. 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. They will be written by referring to:</div>				

- a. Annex A: health and safety risk assessment: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/annex-a-health-and-safety-risk-assessment>
 - b. Health and safety on educational visits: <https://www.gov.uk/government/publications/health-and-safety-on-educational-visits>
 - c. HSE's working safely during the coronavirus (COVID-19) pandemic: <https://www.hse.gov.uk/coronavirus/working-safely/risk-assessment.htm>
11. The risk assessments should, amongst other things, set out how:
- a. the integrity of the bubble will be maintained throughout (including during recreational times) – we will:
 - i. not 'top up' or mix the bubbles at any time during the visit
 - ii. think very carefully about how we will maintain the integrity of large bubbles
 - b. the integrity of the bubbles will be maintained and bubble mixing prevented if more than one bubble is going on the trip
 - c. we will maintain the bubble throughout the visit and ensure that bubbles do not mix with other school groups or bubbles or other guests
 - d. contingency plans will enable a rapid response to symptoms developing in the group or someone needing to self-isolate
12. Any additional factors will be considered for children and staff with SEND and medical conditions to comply with Covid-19 safety measures at the venue
13. This risk assessment will continue to be reviewed and updated in line with the DfE guidance and the government roadmap

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

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Staff moving between bubbles leading to transmission of COVID-19			
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	
<p>Government advice states:</p> <p>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"> 1. Sports coach will remain with the same bubble for each day and not go between bubbles on the same day, wherever possible 2. Where staff operate across different bubbles for specialist teaching or for monitoring purposes, they will endeavour to maintain their distance from children and 2m from other adults where possible 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of spreading due to singing and the playing of musical instruments resulting in direct transmission of the Covid-19 virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p>First Access whole class lessons:</p> <ol style="list-style-type: none">For whole class First Access brass and ukulele lessons, a large classroom or the hall will be usedLessons will be taught outside if the weather allowsChildren will be seated on chairs with adequate spacing between them (2m where possible, or at least 1m if this isn't achievable)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-circleWindows and doors will be open to provide ventilationChildren will be taught these health and safety measuresThe music teacher will sit at least 2m away from the children and, if playing a brass instrument, will direct the instrument away from the childrenThe music teacher will ensure that theirs and the children's hands are washed before and after each lessonChildren and adults only touch their own musical instruments, music sheets/books and instrument casesDuring national lockdown and school closures, face-to-face First Access whole class lessons will not take place. <p>Peripatetic music lessons:</p> <ol style="list-style-type: none">Lessons will take place in a well-ventilated room (with doors and windows open), or outside if the weather allowsThe child and music teacher will sit side-by-side rather than face-to-face, with 2m distance where possibleThe music teacher will ensure that theirs and the children's hands are washed before and after each lessonThe music teacher may wear a face mask, if they wish to do soChildren and adults only touch their own musical instruments, music sheets/books and instrument casesThe music teacher, when playing/demonstrating, will direct any wind instruments away from the childrenIf small group lessons are taught, these will only include children from the same bubble at any one timeDuring national lockdown and school closures, face-to-face peripatetic lessons will not take place. <p>Class music lessons led by the class teacher:</p> <ol style="list-style-type: none">Lessons will take place in a well-ventilated room, with windows and doors open, or outside if the weather allowsChildren 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)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-circleChildren will be taught these health and safety measures			

23. The teacher will ensure that theirs and the children's hands are washed before and after each lesson
24. 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:

25. Singing will not take place indoors in larger groups such as choirs and assemblies
26. Singing will take place in a well-ventilated room, with doors and windows open, or outside if possible
27. Children will be sat or stood side-by-side rather than face-to-face
28. Adults will remain 2m away from the children, side-by-side rather than in front of them
29. 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

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
Risk of mixing bubbles and lack of hygiene during clubs 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		
<p>May 2021 - After-school clubs can now resume for any child to attend, without any restrictions on the reasons for which they may attend.</p> <ol style="list-style-type: none">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 doors2. 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 bubble3. 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)4. After-school clubs led by members of staff:<ul style="list-style-type: none">○ Sports clubs will take place on a different day for each bubble○ Wherever possible, the sports coach will lead the club on the day that he is with that bubble for PE, to minimise the movement between bubbles○ Sports clubs will take place outside wherever possible; when the weather is inclement, the sports clubs will take place in the large hall with the windows open○ Activities will be altered to comply with social distancing and to follow NGB guidance○ The sharing of equipment will be avoided where possible. Where equipment is shared, it will be cleaned before it is used by another person○ All equipment will be cleaned after each session○ When children are collected, the one-way system will be used;<ul style="list-style-type: none">▪ If the club takes place outside, the parents will line up along the path remaining at 2m distance from each other and collect their children from the far playground;▪ If the club takes place in the hall, the children will be collected from the library door;▪ If the club takes place in a classroom, children will be collected from the external classroom door5. After-school clubs will cease during periods of national lockdown and school closures6. Parents are advised to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible7. Parents are encouraged to check external providers have put in place their own protective measures8. Indoor and outdoor competition between different schools can now take place. Appropriate risk assessments will be place.				
Remaining level of risk		Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE	

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risks associated with administrating the Covid-19 Lateral Flow Device Tests			
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	
<p>The aim of mass testing is to identify people without symptoms so that they can isolate accordingly. The aim is to break the chain of transmission between schools and households. Guidance remains the same for people with symptoms - take PCR test, isolate, support contact tracing. Testing forms part of the wider system of controls already in place:</p> <ul style="list-style-type: none"> • Must not relax these existing measures but reinforce them • An opportunity to remind people of the importance of the simple hands-face-space and ventilation measures <p>Risk: Unauthorised access to testing kits; poor set up and storage</p> <ol style="list-style-type: none"> 1. Tests will be kept in the school office which is kept locked when no staff are present 2. Tests will be stored in temperatures between 2 and 30 degrees (the office is usually around 22-24 degrees) 3. Key roles allocated: Covid-19 Coordinator (Rebecca Lennon) and Registration Assistant (Debbie Pelosi) 4. Tests will be allocated to staff members by Covid-19 Coordinator Rebecca Lennon, or Registration Assistant Debbie Pelosi 5. All staff will wear face coverings and maintain a 2m distance when collecting and distributing test kits; no more than 5 members of staff in the office at any one time 6. When allocated, each test's lot number and expiry date will be recorded in the official spreadsheet which is only accessible to the above named members of staff 7. It will be made clear to staff members that the testing kits are only to be used by members of staff and not family or friends 8. Staff members will be provided with the new set of instructions and told to discard the old set that is contained within the testing kits <p>Risk: Lack of communication; waste disposal and facilitation</p> <ol style="list-style-type: none"> 9. Training provided via a staff meeting (Zoom and in person) on 25.1.21 that instructs staff members on the correct facilitation/administration and waste disposal of the testing kits 10. Training materials and comprehensive instructions emailed to all members of staff the week before the staff meeting (22.1.21) to enable staff to preread the materials in readiness for the staff meeting. Paper copies available on request 11. Ensure staff know who to contact if they have an incident while testing at home – via the Covid LFT email address; Debbie (or Rebecca) to input this information into the system and, if there seems to be repeated or similar issues (e.g. multiple repeat void tests, unclear results, leaking/damaged tubes, etc...) they will notify the DfE Helpline who will escalate to the DHSC for further investigation <p>(Continued on the next page)</p>			

Risk: Non-Reporting

12. Communicate to staff via the training materials, email and staff meeting about the requirements of reporting their test results to the DfE system and to the school via the school's Covid LFT email address
13. Results will be recorded on the Test Results Register only accessible by Debbie or Rebecca
14. Staff training on how to report to both the DfE and to the school
15. New email set up for staff to use to report Covid LFT results to school (covidlft@brighstoneprimary.org.uk)
16. Staff to take the Covid LFT on Sunday and Wednesday evenings to allow sufficient time for cover to be organised for the next day, if needed; staff to notify Rebecca or Debbie via text message or phone as soon as possible if the test is positive
17. Staff emailed a reminder on Monday and Thursday mornings if they haven't yet reported their results to school

Risk: Poor Uptake

18. Clear messages to staff stating that participation in the testing is voluntary and that they can opt in or opt out at any time, but they are encouraged by the DfE to take part
19. Smart Survey set up to enable staff to let the school know if they are opting in or opting out
20. Provide the privacy notice for staff to read
21. Provide FAQ for staff, and talk through if needed
22. Smart Survey to enable staff to ask any questions in confidence

Risk: Managing business continuity with increase in number of cases and staff self-isolating (asymptomatic testing impact)

23. HT and SLT to ascertain the number of positive cases in each bubble and assess whether that bubble is safe to open; can it be safely covered by other staff? If not, HT to inform parents/carers/staff that evening if the bubble has to close until staff numbers increase
24. Action to take after a positive LFD test: the member of staff remains at home and orders a PCR test. They notify the school.
25. Action to take after two void LFD tests: staff to seek a PCR on the same day in order to assure themselves that they are not positive. Bubbles do not need to close or contacts traced until/unless the results from the PCR shows positive. A staff member with two void results who does not wish to take a PCR test should self-isolate for 10 days
26. Those who have recently tested positive for COVID-19, should complete the period of isolation before returning to school. If symptoms persist (other than cough or a loss of, or change in, your normal sense of taste or smell), this could mean a longer than normal isolation for confirmed cases
27. Anyone who has previously received a positive COVID-19 PCR test result should not be re-tested within 90 days of that test, unless they develop any new symptoms of COVID-19 because it is possible for PCR tests to remain positive for some time after COVID-19 infection

Risk: Lack of Covid LFT supplies

28. A re-ordering option is available on the 'contact us' form <https://form.education.gov.uk/service/rapid-testing-contact>

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

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Behaviour, discipline and wellbeing			
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	
<ol style="list-style-type: none"> 1. Behaviour working party set up to create new policy 2. Restorative and optimising behaviour CPD for all staff 3. Clear routines and structures consistently in place across the school 4. High expectations for all children from all staff 5. Social stories provided to aid with return to school 6. FLO to ask parents/guardians to notify the school of any information that school needs to be aware of (e.g. bereavement, change in family situation, anxiety) 7. Circle times (whole class or small groups) 8. Clear behaviour protocols in place, including consequences where needed 9. Behaviour plans in place for individual children, where needed 10. Brain breaks and physical activities planned in throughout the day 11. Staff monitoring children's engagement, behaviour and wellbeing; observations to be recorded on MyConcern 12. School to contact and work alongside external agencies as and when needed 13. Activities to be planned in to support pastoral needs, social skills, to support the rebuilding of friendships, address and equip children to respond to issues linked to Covid-19, support children with approaches to improving their physical and mental wellbeing, and to redevelop learning behaviours, including independence, collaboration, resilience, stamina and so on 14. ELSA support and advice available for staff and children 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of spreading the virus through the recruitment and interview process			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. The school's control measures will be shared in advance and it will be made clear to candidates that they must follow the system of controls that are in place. This includes any requirements for wearing face coverings where social distancing cannot be managed safely 2. When showing potential new recruits around the school, visitors and the member of staff will wear face coverings throughout the visit 3. Prior to the interview, the interviewees will be asked to carry out an LFD test before coming to the school 4. During the interview process, a large room will be used that allows for social distancing of at least 2m between the interviewers and the interviewee 5. The interviewee will wear a face covering wherever a 2m distance cannot be maintained 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of spreading the virus through transition days			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Social distancing will be maintained between adults throughout 2. Surfaces will be cleaned between groups 3. Reception teacher to meet with new intake outside rather than in the classroom 4. Parent meetings of new intake children will take place after June 21st in line with step 4 of the roadmap (this will be reviewed/checked) 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Appendix 1**Bubble Groupings and Organisation – from March 2021**

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
Bubble 1	10am – 10.15am
Bubble 2	10.15am – 10.30am
Bubble 3	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 – 12.10pm	12.10pm – 12.45pm
Staff	Kathy, Hannah and Louise	Kathy, Sharon and Ash/Melissa/Rebecca

Bubble 2 - LKS2		
Place	Hall (Hot school dinners and packed lunches)	Field/playground
Time	12.10pm – 12.40pm	12.40pm – 1pm
Staff	Fern and Lorraine	Lorraine and Sharon

Bubble 3 - UKS2 Hot school dinners		
Place	Hall	Field/playground
Time	12.15pm – 12.40pm	12.40pm – 1pm
Staff	Fern and Lorraine	Fern and Tina (M-Th); Ash, Melissa, Rebecca (F)
Bubble 3 - UKS2 Packed lunches		
Place	Y5/6 rooms	Field/playground
Time	12.15pm – 12.40pm	12.40pm – 1pm
Staff	Mary (12.15 – 12.30) Tina (12.30 – 12.40)	Fern and Tina (M-Th) Ash, Melissa, Rebecca (F)

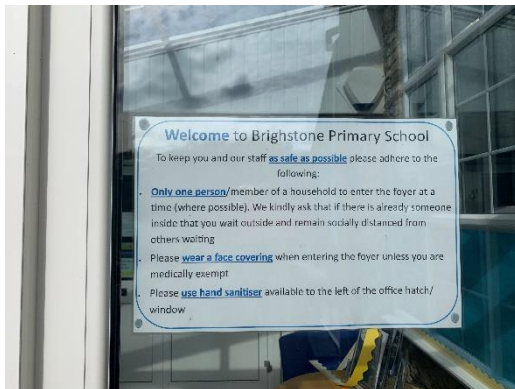
Tina lunch 12 – 12.30pm
 Mary lunch 12.30 – 1pm
 Hannah lunch 12.15 – 12.45pm
 Louise lunch 12.15 – 12.45pm

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.
 No salad trolley will be used.

Appendix 4

Photos of some of the health and safety measures in place



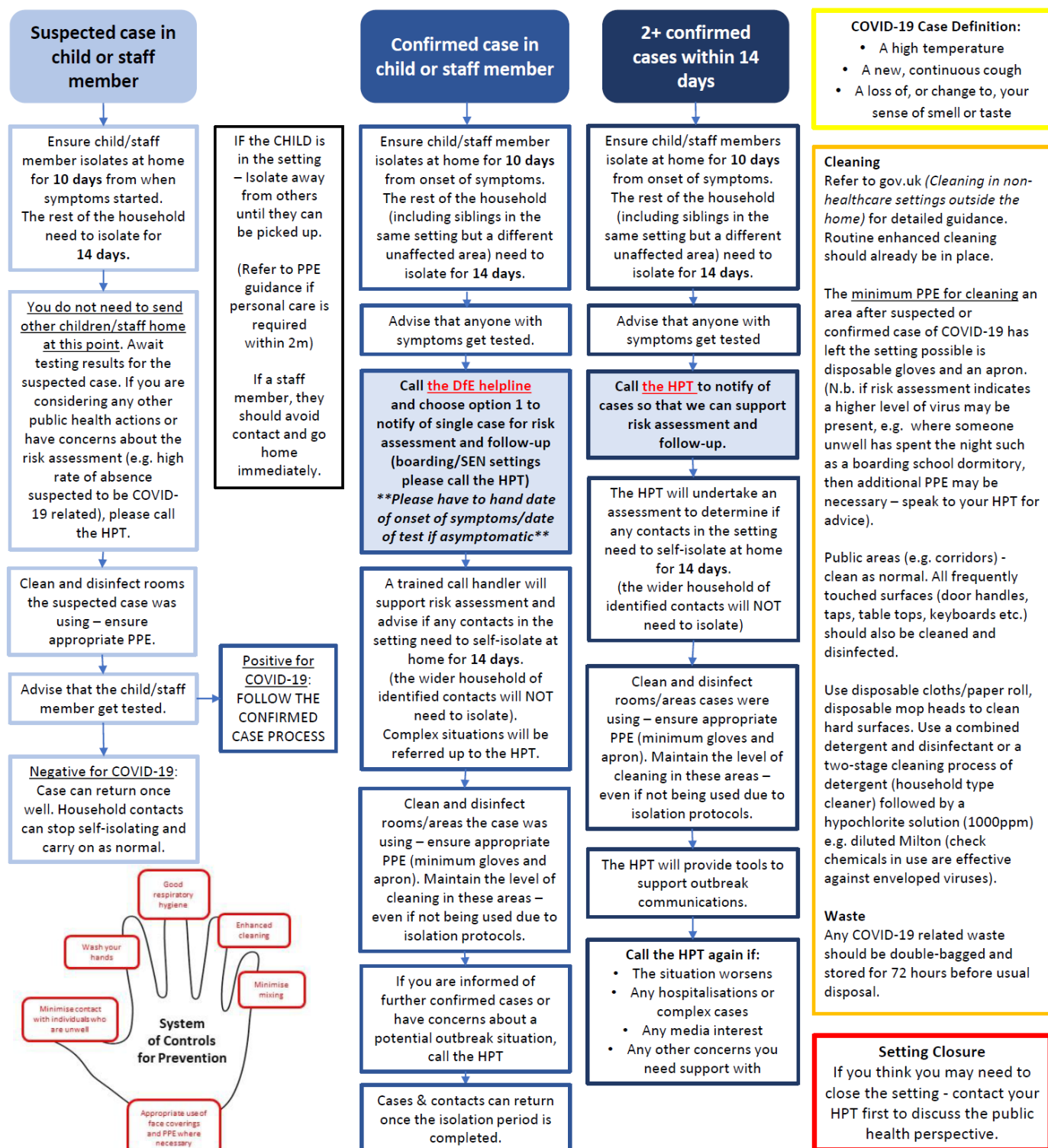
PHE South East Health Protection Team:

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
- 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
- To book a coronavirus test, see 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"> Avoid publishing the link on social media or in public forums. Date and time, together with link to meeting to be shared only in secure email from school email. Both parents and participants to be directed not to pass on link details to other persons, regardless as to how well they know them. Ensure Screen sharing is restricted to host. 	<ul style="list-style-type: none"> Close the meeting if anything suspicious occurs during the meeting, and notify parents immediately. Inform HT and LADO. 	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"> Link only sent to a parent/guardian's or child's verified email address. Ensure that the 'waiting room' function is enabled. Parents use their child's name for the virtual meeting so it is clear who is in the waiting room. The leader has a confirmed list of attendees prior to the meeting. Any discrepancy must be resolved before the meeting can progress. 	<ul style="list-style-type: none"> 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. 	The leader	Prior to and during the meeting.	
Children having access to your computer/laptop.	Children - GDPR breach.	<ul style="list-style-type: none"> The leader leads the meeting themselves and doesn't allow any child to be the host. 	<ul style="list-style-type: none"> Remind children of the guidelines. 	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"> Ensure parents read the ground rules stipulating that the meetings will not be recorded or screenshot. 	<ul style="list-style-type: none"> Ensure all participants are aware that the session must not be recorded by any person who is not the leader. 	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"> Staff read, understand and follow this risk assessment and the E-Safety policy. Virtual meetings will be recorded by the host via the official virtual meeting recording. 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. A parent/guardian will be present to supervise their child throughout the meeting during remote home learning. All meetings are group ones rather than 1:1, unless previously arranged between the parent and member of staff. 'No join before host' setting enabled. The host of the meeting is a staff member with DBS clearance. 	<ul style="list-style-type: none"> 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. 	The leader	Ongoing	
Unexpected disclosure.	Child and the rest of the attendees.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Reassure the child who makes the disclosure that they will be listened to and will be called on the telephone afterwards. Notify the DSL as soon as possible and record on MyConcern. 	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"> Ground rules sent prior to the meetings and made available on the school website. Adults should ensure that they are in a neutral space without personal information visible. Adult leaders to visually scan each screen shot at earliest opportunity to seek to establish any inappropriate / sensitive background etc... Parents to ensure that the background area is free from personal items like family photos, links to address etc. 	<ul style="list-style-type: none"> Leader to remind children of the ground rules at the start of the meeting. 	Leader and parents of attendees	Prior and ongoing	
Lack of parental presence/consent.	Child School Allegations / litigation	<ul style="list-style-type: none"> Obtain consent from parents prior to commencement of the meetings. Ensure an adult is present in the room with the child during the session. 	<ul style="list-style-type: none"> Leader to check that an adult is present with the child – quick hello. 	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"> Clear guidelines to all students on wearing suitable clothing and being in a suitable location for the meeting. 	<ul style="list-style-type: none"> Leader to request change of location or change of clothes and will end the meeting for them if this isn't adhered to. 	Leader and parent/guardian	Prior and ongoing	
Inappropriate content from an external visiting speaker (when in school).	Children	<ul style="list-style-type: none"> Prior to the meeting, the teacher will ascertain the content of what the visiting speaker will share and discuss within the meeting. A member of staff will be present throughout. 	<ul style="list-style-type: none"> The member of staff will terminate the meeting straight away if any inappropriate content is shared or discussed. 	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.

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:.....