Maltby Lilly Hall Academy

Covid-19 Outbreak Management Plan

This document will be reviewed regularly and is aimed at being a usable working document which will constantly evolve based on feedback.

Premises: Maltby Lilly Hall Academy
Assessor(s): Richard Pease, Principal
Updated: 19/08/21 (constantly under review)

Section 1 - Outbreak Management Contingency Plan
Section 2 – Risk Assessment

Given the detrimental impact that restrictions on education can have on children and young people, any measures in schools should only ever be considered as a last resort, kept to the minimum number of schools or groups possible, and for the shortest amount of time possible.

Central government may offer local areas of particular concern an enhanced response package to help limit increases in transmission. The government will review its approach for enhanced response in local areas before Step 4. Schools Covid-19 Operational Guidance

The government has made it a national priority that education and childcare settings should continue to operate as normally as possible during the COVID-19 pandemic.

Measures affecting education and childcare may be necessary in some circumstances, for example:

- *to help manage a COVID-19 outbreak within a setting*
- *if there is extremely high prevalence of COVID-19 in the community and other measures have failed to reduce transmission*
- *as part of a package of measures responding to a Variant of Concern (VoC)*

The risk assessment will take into account all recommendations and possibilities outlined in the Contingency Framework: education and childcare settings document.

Should the academy have several confirmed cases that can be traced to the academy and meet the published outbreak thresholds, the academy will contact the Local Health Protection team via the DfE helpline to seek further advice. Below are details of some of the measures which would be considered by the Academy, the Local Authority, Directors of Public Health (DsPH) and Public Health Protection Teams (PHPT) should an outbreak occur:

1.1 – Testing

- Twice weekly LFT testing would continue for staff in or out of school.

1.2 – Face Coverings

- Should it be deemed appropriate by any of the above bodies, the academy would re-introduce the use of face coverings in recommended areas of the academy apart from for those individuals with exemptions.

1.3 – Shielding

- Shielding is currently paused. In the event of a major outbreak that poses a significant risk to individuals on the shielded patient list (SPL), ministers can agree to reintroduce shielding. Shielding would be considered in addition to other measures to address the residual risk to people on the SPL, once the wider interventions are taken into account. Shielding can only be reintroduced by national government.

1.4 – Other Measures

- The following events would be limited or cancelled should a local outbreak occur:
    - Residential educational visits
    - Open days / parents' evenings
    - Transition or Taster days
    - Parental / visitor attendance at the academy
    - Performances at the academy

1.5 – Remote Education

Should the local area be forced into a local lockdown or attendance restrictions put in place the academy will commence Remote Education as it did between January and March 2021 via our remote learning offer.

- All vulnerable children and young people, children of critical workers should still be allowed to attend.
- Lessons will be delivered remotely via Microsoft Teams
- Non-live work and communication will be delivered via the Purple Mash platform
- During a potential lockdown staff will have the option to teach live online lessons from their home.
- If staff teach in school during a lockdown or period of home learning staff should teach lessons from their own classroom. Staff should not teach from the same room as a colleague.
- Staff should avoid communal areas at social times where possible and ensure a 2m social distance from one another at all times.
- During a lockdown only students who are classed as vulnerable and/or those of key workers will have access to in school learning.
- Lessons will also be delivered through Microsoft Teams in the event of a closure for a particular year group or the full school, or if a member of teaching staff is isolating at home but well enough to work.
- Students will receive and submit work via the Purple Mash platform
- Associate professionals will have their individual job roles reviewed to determine if they can effectively meet their job description from home.
- Whilst the school is only open to vulnerable and key worker students, the academy has a dramatically reduced number of bodies in the building. Therefore, staff in school are able to spread out and avoid close contact with other staff and students. All staff will have the opportunity to work in isolation.

Section 2 – Risk Assessment

Should any of the above bodies direct the academy to recommence a risk assessment similar to that which was used in 2020-2021. The below risk assessment will be updated and amended as appropriate.

1. Hazards identified	2. Persons at risk	3.Control measures PHASE 1 PHASE 2 PHASE 3	Communication – with who? when? how?	4.Further action required (if any) / Comments
Staffing / facilities / compliance				
Staffing is insufficient to guarantee groupings of sufficiently small size/ continue key worker provision.	Staff Pupils	1. Calculate grouping sizes/likely attendance against number of available staff 2. Calculate EYFS groupings against statutory ratios 3. Look at TA provision and consider best deployment/whether Level 3 colleagues and HLTAs will be taking groupings 4. What provision is in place for monitoring and adjusting arrangements?	Staff not needing to attend school will work from home where possible. Any staff who are notified by the NHS as being clinically extremely vulnerable will work from home. Individual risk assessments have been reviewed, agreed and are in place for those classed as clinically vulnerable (including any staff who are pregnant) or clinically extremely vulnerable. Shielding will only be reinstated on government advice as per contingency framework: education and childcare settings. Based on a staff health survey, those members of staff who are vulnerable will continue to work, but will have an updated individual risk assessment each as per Joint union advice. Groups are usual classes in their relevant year groups and whole year groups at playtimes. For some intervention groups there will be some mixing of children but not outside the year group. Numbers of staff will be sufficient to ensure each group will be staffed by at least 2 members of staff. RPe has measured floor space and provided provision for these full class groups. Support staff and HLTAs covering PPA is regularly provided within group limits and whilst working within any individual risk assessments required (system of controls Schools coronavirus (Covid-19) operational guidance). This provision is created with minimum movement in mind. Staffing provision utilises class teachers, HLTAs and other APs where appropriate and in accordance with government defined ratios has been outlined. Staff are to be designated groups of no more than a class - they stay with these groups. Mixing in wider groups will be allowed for specialist teaching and wraparound care where required. All volunteers will adhere to the system of controls in place.	Consider taping off or zoning areas for children doing certain activities. New government 'guidance on protecting people who are clinically extremely vulnerable from Covid-19' shared with relevant staff. Vulnerable children are taken into account as per government guidance.
Insufficient spaces can be identified in school to provide small enough		• Consider all spaces in school – which, if any, spaces will need repurposing to provide additional facilities.	Spaces for all children in school have been defined and prepared to accommodate children in groups of classes (by SLT). The EYFS unit accommodates F1 in one side and F2 in the other separated by a screen - this complies with government guidance on social	Monitor spaces are well ventilated and have adequate functional windows, fire exits and access to designated outdoor

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groupings/ enable social distancing	Staff Pupils	• Consider spaces for suitability – are they large enough for 30 children or smaller groupings – can they be ventilated? • What provision is in place for monitoring and adjusting arrangements?	distancing (system of controls - Schools coronavirus (Covid-19) operational guidance). All other year groups use their usual allocated classrooms, but will use these as 'groups'. Clearly split areas designate spaces between F2 and F1 in the unit.	spaces. Health and safety check of the building is carried out regularly by the premises manager and results analysed and actioned as necessary - as per Joint union advice and system of controls.
Equipment available in school is insufficient to allow all teaching groups to be catered for.	Pupils	1. Is sufficient equipment available to enable all classrooms to function adequately? 2. Are all classrooms equipped with medical information etc which is needed? 3. Are chairs tables etc of correct height for age range taught? Are there any other provisions which are unsuitable for the age range/activity which a space is to be used for?	Orders regularly placed for equipment (by KHa and PWi) to ensure basic resources are in place for each group. Furniture has been designated in classrooms to ensure it is appropriate for age – correctly sized desks and chairs are in place for those areas designated for groups. per system of controls (Schools coronavirus (Covid-19) operational guidance) and Joint union advice . Medical files available in all classrooms and designated spaces.	Ensure school medical needs are copied and put into each designated space. All staff have all safety measures explained to them.
Are measures in place to ensure registration processes are undertaken effectively and accurately?	Staff	1. Is a paper-based system needed or can SIMs access be provided to all staff for whom it is needed? 2. Are systems in place for registers to be completed in a timely manner? 3. Are systems in place for registers to be returned to the office with minimal footfall in school? 4. Is school able to differentiate between those students expected/shielded/ being kept at home / absent due to illness/ absent due to safeguarding concerns 5. Are systems in place/is there capacity to target first-day contact at appropriate groups to minimise safeguarding risks? 6. Has thought been given to how late arriving pupils will be taken to groupings? 7. What provision is in place for monitoring and adjusting arrangements?	SIMS based system used, therefore minimising footfall through school. Registers should be completed within 15 minutes of the staggered start time for the respective group. Educational setting status information to the DfE continues as and when required. The SIMS system ensures those children who are absent for differing reasons are clear and for those who require subsequent contact – this will occur in a timely fashion. Clear attendance codes designate absence reasons. Any children who are self-isolating are not required to attend school whilst doing so. Any child who is classed as clinically extremely vulnerable will be adequately risk assessed. Isolating children (and others not attending due to government guidance compliance) will be given daily online learning through our remote learning offer in adherence to the remote education temporary continuity direction (No. 2).. Late arriving pupils arrive after groups are in at 9.30am, be taken to the main entrance and directed to their classroom - ensure social distancing is observed. The parent and child follow the one-way system around school and the leader will ensure compliance and delivery of the child to provision until the parent / carer is off the premises. All staff are aware that face coverings are to be worn by staff and	Ensure communication to governors, parents and staff via website, MyEd and email. Liaise with CAs to ensure SIMS groups are set up with appropriate groups for attendance and reasons for absence. Communication and clear expectations around attendance regularly communicated to parents as per attendance section of contingency framework: education and childcare settings.

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			adult visitors where social distancing between adults is not possible and when travelling through school or communal areas. Face masks do not need to be worn outside unless in close contact with other adults or pregnant members of staff.	
Workspaces for administrative staff/ leaders cannot be sufficiently segregated to meet social distancing guidelines	Administrative staff	1. Are clearly defined working spaces and terminals designated to admin staff/ leaders on duty? 2. Are systems in place to minimise meetings of more than 2 people? 3. Are designated meeting spaces well ventilated and do they provide enough space for social distancing guideline to be observed? 4. Is a well-planned cleaning regime in place for all computer terminals and equipment, surfaces and equipment in admin areas? 5. What provision is in place for monitoring and adjusting arrangements?	Clearly defined areas for admin staff are designated – if 3 staff are on duty, then 2 are in separate areas and 1 in the other (reception and office) whilst maintaining appropriate social distancing. The Principal is to use the leader's office in school. HSE guidance on keyboards, mice and display screens is to be complied with. Meetings of more than 3 people are organised via Zoom or Teams. The space for breaks are large (main hall or staff room), well ventilated and spacings and numbers of allowed individuals clearly demarcated. Cleaning is routinely undertaken as per 'cleaning and hygiene' in the system of controls Schools coronavirus (Covid-19) operational guidance and the document 'cleaning in non-healthcare settings'. A deep clean will be undertaken at regular intervals, routine cleaning daily and cleaning products will be available to staff to clean. Barrier remains up in reception to increase protection to staff.	Ensure staff are familiar with HSE guidance in the workplace. Ensure orders of cleaning products are up to date and in plentiful supply – ensure staff are aware of the products available and wear protective clothing if required (in case of skin allergies) etc. Stock routinely monitored and re-ordered when required.
Communal facilities provide risk of cross contamination – ICT/ sign in systems / photocopiers / admin supplies / keypads / telephones etc.	Staff Pupils	1. Is clear signage in place to limit number of people using/queuing for communal equipment sign-in systems etc? 2. Are well structured regimes in place to ensure all equipment/ screens keypads etc are cleaned after each usage? 3. What provision is in place for monitoring and adjusting arrangements?	Clear signage and spacing demarcation in place to ensure appropriate social distancing at potential 'pinch points' in school. Corridors are demarcated to maintain social distancing when moving through the premises. Sign in systems have hand sanitiser next to them and signage encouraging use of this before signing in or out. Regular cleaning of all sign in equipment with disinfectant is in place and staff have access to appropriate cleaning products. The same protocols apply to other touch screen devices such as photocopiers.	Ensure stock of cleaning products is monitored and replenished in a timely fashion. Inform staff of sign in requirements and reception staff of routines.
Public-facing areas (eg main reception) provide insufficient protection for staff meeting with children from different groups/ parents/ staff	Administrative staff	1. Is a plan in place for dealing with parental concerns/visitors? 2. Has consideration been made to a no visitors in building policy where protection cannot be guaranteed? 3. Have processes been put in place to prevent administrative staff dealing with pupils/ staff from multiple groupings?	Parents are not permitted into the school building. Communication with parents who have concerns is encouraged to be via the info@ email address, via My Ed messaging, via telephone or via a pre-arranged meeting if the query requires a face-to-face response, thus minimising contact between individuals contingency framework: education and childcare settings. Definitive areas for groupings through school mean that any contact administrative staff have with pupils from multiple groupings is minimal, however, should the need arise – any child will be accompanied by a member of staff from the group to ensure social	Ensure rules for administrative staff and staff through school are communicated to all. Ensure parents are clear on the variety of ways school can be contacted in the event of an emergency, query or other issue.

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	Parents Pupils	4. Have the protocols been adequately communicated to all staff pupils and parents? 5. What provision is in place for monitoring and adjusting arrangements?	distancing is maintained whilst the issue is solved. A protective barrier across reception is in place to ensure protection from staff and children from different groups. Processes and updates are communicated fully to staff and to parents by RPe to ensure clarity.	
Parental concerns/ complaints cannot be dealt with effectively because of a lack of face-to-face contact.		1. Have protocols been put in place to enable day-to-day concerns to be quickly and efficiently addressed? 2. Have protocols been put in place to enable staff to contact parents by telephone where needed? 3. Have protocols been put in place for video conference meetings where needed? 4. What provision is in place for monitoring and adjusting arrangements?	Protocols are in place to deal with parental queries via MyEd, phone, @info email. These measures are efficient in communicating with parents. Administrative staff relay messages to staff via email where necessary. Staff can contact parents via telephone using the phone in the PPA room. Cleaning products and hand sanitiser are on hand to spray the phone before and after use in line with the system of controls. School has its own Zoom and Teams accounts and, where required, meetings take place via this medium between staff-staff (outside groups) and staff-parents to ensure social distancing. Some face to face meetings can be held in the main hall. Staff meetings are carried out in a socially distanced manner.	Parents to be informed of communication channels, especially video conferencing where required. Ensure stock of cleaning products for phone is up to date and order where necessary. Ensure parents, where required, are directed to the 'what parents and carers need to know about early years providers, schools and colleges during the coronavirus outbreak' as this may help understanding of protocols and answer some queries.
Entry/Exit from the site:				
Parents/pupils waiting at main gate pre-entry fail to keep adequate social distancing	Parents / carers Pupils	1. Has thought been given to demarcating 2 metre intervals on paths/approaches to school? 2. Has protocol for prompt opening of gates been put in place and control of flow to avoid bottlenecking? 3. What provision is in place for monitoring and adjusting arrangements?	2 metre markings are placed outside all external entrances to school where children will be admitted and appropriate barriers in place to separate queuing groups. These markings are also placed at gate entrances with clear, obvious signage to remind parents and carers of social distancing measures. Leaders on site at the time of entry to school monitor this alongside possible pinch points at classroom entrances. This also applies to child minders arriving at the school, who are expected to adhere to the social distancing rules as parents and carers do. Provision for parents who have access issues, or their child has access issues arrive in the school car park, where the relevant member of staff greets the child into school across a 2m hatched area at their allotted time. Face coverings for parents on the school site (outside) are currently optional, but mandatory if they need to come inside.	Class teachers and leaders have a responsibility for ensuring parents and carers adhere to the markings. Communication of guidelines for entering the school site has been communicated unequivocally to parents, carers and staff through the release of letters and the premises tour power point on the website.
Parents/Pupils are unable to social distance when entering the school premises as	Parents / Carers	1. Has due consideration been given to flows of people through site, including one-way systems and use of barriers etc? 2. Has clear signage been put in place to ensure parents and pupils can navigate	A one-way system will be put in place for ease of flow around the site. Children, parents and child minders enter via the Lilly Hall Road entrance and exit via the Cliff Hill gate. Demarcation of the one-way system is robust and clear signage in place. This system is monitored by all staff on a daily basis for effectiveness and will be under	Ensure communication with parents and carers is robust and clear in nature. Continually review the flow of adults and children through the school site and

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paths/walkways are too narrow.	Pupils	around the site effectively? 3. What provision is in place for monitoring and adjusting arrangements?	continuous review.	communicate any potential changes.
Too many children/parents enter site at one time – walkways and waiting areas become crowded	Parents / Carers Pupils	1. Has consideration been given to staggering start/end times? 2. Have waiting areas for pupils/parents been clearly demarcated away from the 'flow' of people through the site? 3. Have siblings been given common drop-off times/arrangements put in place to minimise waiting/parental anxiety? 4. Has consideration been given to parents who disregard the arrangements put in place? 5. What provision is in place for monitoring and adjusting arrangements?	Staggered start times will be employed if required. These would be in 4, 15 minute intervals from 8.30am – 9.15am. Similar staggered ending times of school from 3.00pm to 3.45pm ensure all groups will get the same amount of teaching time. Siblings in different year groups arrive at the time of the **first** group to start school. The child(ren) in other groups are dropped off by the parent / carer / child minder at the appropriate entrance and they are in provision early. The same 15-minute stagger premise will be employed at the end of the school day. It is imperative that parents and carers arrive promptly to collect and drop off their child(ren) and this will be clearly communicated. Any parent who misses their slot will have to wait off-site until it is safe to collect their child – this is at school's discretion. Waiting areas are demarcated clearly.	Parents who disregard signage, the one-way system or social distancing rules will be reminded of the need for these and warned – all staff need to be aware and challenge this where it is seen. If the action is repeated by the parents this can result in a ban from the premises. This is at school's discretion. For more serious breaking of guidelines, an instant ban can be imposed.
Too many people are present on site due to additional adults/siblings not in school being brought onto premises.	Parents / Carers Pupils Staff	1. Has consideration been given to the limiting numbers of adults/children on site at start end of day to only those necessary? 2. Have protocols/arrangements to promptly meet/dismiss groups of pupils been put in place to ensure children enter the building as soon as possible after arrival/leave promptly? 3. What provision is in place for monitoring and adjusting arrangements?	Staggered start times (if required) and end of the day times are clearly communicated, and protocols outlined above for missing these are clear. This will ensure numbers of adults and children on site at the start and end of the day is regulated. These arrangements are kept under review pending government easing of restrictions and altered accordingly where group overlap may occur and where parents / carers / childminders arrive late.	In the case of childminders, if collecting multiple children, they collect their children at the time the first group is scheduled to be picked up. Administrative staff ensure teachers of children in other groups are alerted they will be picked up early.
Danger of contamination/ interaction with parents/ carers /visitors in communal areas – eg entrance areas/ main	Visitors Parents /	1. Has consideration been made to a no visitors policy to restrict risks to administrative staff? 2. Has consideration been made to how deliveries can be made without the need for interaction with school staff/pupils? 3. Is clear signage in place to ensure visitors	Clear signage is around the school premises as highlighted above. Signage on the main entrance clearly informs that visitors will not be admitted into the school building unless a pre-arranged appointment has been made. Visitors and parents in EYFS and through school should not come into the building. Any work or servicing in school is to be done before or after children have left and in a socially distanced manner. Deliveries are directed to declare arrival at the side gate. They are	As outlined above – visitors to school can communicate via the My Ed app, the info@ email address, telephone and, if need be, via the school Zoom or Teams account. If visitors need to enter the school they wait in the foyer

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reception/ cloakrooms	Carers Administrative staff	and delivery persons are clear on protocols? 4. What provision is in place for monitoring and adjusting arrangements?	then directed back to the car park gate where they deliver either across a hatched area, or into the covered area off the car park at a socially safe distance, overseen by leaders or administrative staff.	for entry to be granted into reception.
Entry/Exit from classrooms				
Too many pupils/parents queuing for entry to classrooms	Parents / carers Pupils Staff	• Has consideration been made to staggered starts/end of day and separate queuing arrangements to limit queue lengths? • Have queuing/waiting areas been clearly demarcated • What provision is in place for monitoring and adjusting arrangements?	Queuing arrangements are demarcated with both clear signage and 2 metre markings at the entrance to each area of school. Entrance to and exit from classrooms is across a 2-metre zone into which the parent / carer / child minder is not admitted. The child crosses this area when entering and exiting the classroom and school building.	Ensure regular communication with parents / carers / child minders is clear on where and how to ensure they drop off and pick up children and at the correct times of day. These are under constant review and will be tweaked if necessary.
Staff interact with multiple parents without physical separation as children are handed over.	Staff Parents / Carers Pupils	1. Has provision been put in place to limit/prohibit entry to the site? 2. Are clear demarcations in place to show parents/staff where they should wait/release children? 3. What provision is in place for reluctant/emotional/behaviourally challenging pupils? 4. What provision is in place for monitoring and adjusting arrangements?	Clear demarcation and signage is in place to ensure entrances and exits from the school premises are clear. This is backed up by clear communication to parents / carers and child minders on where to enter the premises, how to navigate the premises and where to drop off and collect their child(ren) (see one-way system mentioned elsewhere). The Academy home-school agreement will be adhered to when considering children with reluctant or challenging behaviour. Individual risk assessments have been completed around SEMH and SEND needs of vulnerable children – these provide guidance at an individual level for each child and these should be referred to by the group teacher. The pastoral and SEND lead in school is available for aid and socially distant counselling in a designated area.	SEND / SEMH risk assessments should be under continuous review according to child's need. If a child is repetitively challenging and preventative measures are ignored, then parents are informed and the child may be isolated for the safety of themselves and others.
Staff mix with groups of pupils not under their direct supervision during pick-up/drop off times	Staff	1. Have clearly demarcated, labelled waiting areas for different groups been put in place? 2. Has consideration been made to staggered start/end times in order to limit possible interactions?	Clearly demarcated areas are marked for entry, exit and relevant areas for admission of children into the school building as outlined elsewhere in this risk assessment. These areas are clearly communicated with parents via MyEd and email. See above arrangements for staggered start and end times to the day and the guidance to which it relates.	Ensure labels and demarcations are maintained appropriately and stock ordered and / or repaired where appropriate.

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	Pupils	3. What provision is in place for monitoring and adjusting arrangements?		
Too many staff and pupils enter the building via the same entry point at the same time. Corridors/cloakrooms become crowded	Staff Pupils	1. Has careful consideration been made to start times/routing of pupils through the building to minimise 'pinch points' and ensure groups do not mix? 2. Has consideration been made about alternative arrangements for storage of coats/bags and equipment where provision is communal? 3. What provision is in place for monitoring and adjusting arrangements?	Staggered start times and end of the day times (if required) are communicated, and protocols outlined above for missing these are clear. This will ensure numbers of adults and children on site at the start and end of the day is regulated. Protocols mentioned above regarding the 15-minute staggered starts and end to the day have been clearly communicated. These arrangements will be kept under review and altered accordingly where group overlap may occur and where parents / carers / child minders arrive late.	Ensure coats and bags are stored in cloakrooms. Each child has a peg which must be used for their possessions alone. If the weather is inclement, parents are advised to take the coat home with them and bring it back on return. Lunches are provided in school, but packed lunches are permitted. These must be brought in wipeable, plastic containers.
Pupils become distressed/show behavioural issues on entry to school	Parents / Carers Pupils Staff	1. Is pastoral provision/leadership available on site? 2. How will this be used? What distancing/PPE protocols are in place? 3. How will an issue be communicated to the pastoral/leadership team? 4. Has the approach been communicated to the teachers/parents /pupils? 5. What provision is in place for monitoring and adjusting arrangements?	Pastoral provision is available on-site – the pastoral lead is based in an office in the KS2 building, socially distanced from the children. As with teaching staff, the pastoral lead adheres to social distancing measures and ensures when speaking to children that it is in a socially distant way and acts on guidance in the child's risk assessment. Issues are communicated via walkie-talkie, email or phone call either to administrative staff or leaders, but preferably to the pastoral lead directly. Use of outdoor spaces can be used where possible for pastoral work. If this is not possible, a well-ventilated room with demarcated areas for lead and child is used.	Communication to parents will be provided via the pastoral lead to parents and via leaders to staff. This will be done via phone call to individual child's parents and via email more broadly. Ensure all parents, including new admissions have the updated Home-Academy agreement which should be accepted by parents before the child can attend. The exclusions policy has also been updated.
Classroom environments				
Groups mix with each other – too many children are mixing	Pupils Staff	1) Have pupil groupings/accommodation arrangements been carefully formulated based on physical capacity/social distancing? Are there a maximum of 30 pupils per class or are larger groups needed? 2) Are registers in place and available? What provision is in place for monitoring and adjusting arrangements?	Spaces for groups of whole classes have been defined and staff informed (by SLT). The EYFS unit accommodates F1 and F2, split by a screen. Each class has adequate space to ensure adult social distancing can be observed. A SIMS based system as mentioned elsewhere is set up prior to pupils being admitted into school, therefore minimising footfall through school – complying with the system of controls. Registers should be completed within 15 minutes of the staggered start time for the respective group. The SIMS system will ensure those children who are absent for differing reasons are clear and for those who require subsequent	Ensure adequate ventilation is maintained in each area.

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			contact that this occurs.	
Room allocated is not large enough to maintain social distancing/cannot be ventilated adequately – particularly in open plan/shared spaces.	Pupils Staff	1) Has the size of rooms/available ventilation been taken into account when allocating spaces and deciding group sizes? 2) Have staff been instructed to ensure that windows are kept open and ventilation maximised whenever possible? 3) What provision is in place for monitoring and adjusting arrangements? 4) Has provision been made for temporary division of spaces where needed?	Each designated space for groups has had ventilation taken into account with functioning windows and functioning fire doors in all designated areas. The measures on the relevant points in the system of controls document will be complied with fully. This includes doors being chocked open, fire doors and windows open whenever weather allows. Temporary division of the EYFS unit remains in place. It is essential that classrooms, offices and other areas of school have adequate ventilation via open doors, open windows and fans where appropriate as per the contingency framework: education and childcare settings.	Ensure clear communication to staff around ventilation and use of outdoor space as outlined in the system of controls - distributed via email, monitored and kept under review.
Staff are unfamiliar with the specific medical, behavioural or learning needs of allocated children	Pupils Staff	1) What arrangements have been put in place for group leaders to have access to key documents, including medical files etc? Have significant medical needs been explicitly highlighted? 2) Have any children with needs which require specialist training (eg diabetes) been allocated to staff with relevant training/experience? 3) What handover has been received from previous class teacher about the needs of the children? 4) What provision is in place for monitoring and adjusting arrangements? 5) Have individual child risk assessments been updated and shared with new staff?	Year group medical records are available in medical files in all classrooms. Significant medical needs are highlighted on these. Any child with more specific needs, such as epipen, diabetes, allergies etc, will be allocated a teacher or TA who has relevant up-to-date training. Electronic and / or hard copies of individual records and needs are in place for each group group. Changes in medical needs are reported to the appropriate teacher as soon as they arise.	Children's medical records will be part of the 'guidance for staff document distributed to staff. Revised 'Administration of medicines' policy and 'First Aid policy' to continue to be followed to better meet the needs of children.
Staff mix with more than one group – risk of infection/cross contamination is increased	Staff	1) Arrangements for cover/ PPA / SMSA provision ensure that inter-group interactions are minimised. 2) Are any staff asked to work in more than one group? Can this be eliminated? 3) Has provision been made to enable teachers to receive their PPA allocation? 4) What provision is in place for monitoring	PPA is taken by staff via a set timetable. This is covered by HLTAs or other appropriate staff whilst keeping movement between groups to a minimum. The timetable ensures any cover for PPA is set to key stages in school – therefore minimising mixing as much as possible. PPA is encouraged to be taken at home with an expectation that work is undertaken as it would be in school. Staff meetings are now carried out in a socially distanced manner in the main hall. Breaks are covered by the appropriate teacher / TA as each group has 2 members of staff allocated to them as a minimum. Adherence to the system of controls and Joint union advice guidance, is adhered	Timetable in place up with designated timings and areas for each group to adhere to. This is part of the guidance for staff document and remains under review and tweaked in case of absence.

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	Pupils	and adjusting arrangements?	to. This includes ensuring groups at break are effectively monitored in groups of no more than 30. SMSAs work continuously with the same groups.	
Danger of cross contamination from equipment if shared between groups of children.	Pupils Staff	1) Has equipment been allocated to specific teaching groups? 2) Has the movement of equipment been minimised? 3) Are arrangements in place for the regular cleaning of equipment and surfaces? 4) What provision is in place for monitoring and adjusting arrangements?	Equipment regularly ordered and distributed to specific groups. Each child has their own set of basic equipment and this is contained in a tray under the relevant desk. However, the use of shared resources is now not restricted and easily cleaned resources can be used in the whole class group. Shared equipment within the group (computers etc) are routinely cleaned, deep cleaned and throughout the day as required by teachers or TAs.	Ensure staff are aware of the system of controls to be used in conjunction with the actions stated here.
Danger of cross contamination from equipment/furniture which is hard to clean (eg soft surfaces/upholstery/soft toys)	Pupils Staff	1) Has an assessment of risk in each allocated space taken place? 2) Has all equipment and furniture which is hard to clean been removed from teaching areas and stored? 3) Has any equipment which is hard to clean and cannot be removed been covered or marked as not for use? 4) Has the regular cleaning of soft surfaces such as carpets been put in place to minimise risks? 5) Has consideration been made to minimising carpet time etc to reduce risk? 6) What provision is in place for monitoring and adjusting arrangements?	Assessment of risk in each area has been undertaken and some furniture remains out of classrooms, but this is now minimal. The area where this is stored has been marked as 'not for use'. Regular and deep cleaning includes carpets and other soft surfaces where these cannot be removed, although these are minimised in the allocated spaces.	Allocation of space is kept under review, but groups are set at the size of the whole class group. Cleaning routines comply with the COVID 19 cleaning of non-healthcare settings guidance document and the system of controls in Schools coronavirus (Covid-19) operational guidance.
Danger of cross contamination from equipment which provides a medium for viral growth (eg water/sand)	Pupils Staff	1) Has an assessment of risk in each allocated space taken place? 2) Have any resources or equipment which provides a medium for viral growth been removed from the area or taken out of use? 3) What provision is in place for monitoring and adjusting arrangements?	Assessment of risk in each area has been undertaken (see first part of risk assessment). Any furniture now required due to relaxation of measures has been reinstated. Any equipment not required in classrooms has been stored centrally in an area (main hall), which is not used by staff or children, but this is now kept to a minimum. This area is demarcated as 'not for use'.	Allocation of space is kept under review, but groups are set and capped at class size groups.

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Children accessing formal education are seated too close together or change places to be closer together.	Pupils Staff	1) In formal classrooms, have seating arrangements been adjusted to ensure every child has an allocated seat? 2) Is a seating plan in place – are any children facing each other? 3) Has provision been made to reduce the number of children accessing areas of provision in foundation classrooms? 4) Are carpet spots etc in place where carpet time is used? 5) What provision is in place for monitoring and adjusting arrangements?	Seating adjustments have been relaxed a little in classrooms so some children are in groups within their group. This consequently. For those children old enough, social distancing measures between children and adults remain in place as much as possible. F1 and F2 children access the EYFS unit (separated by a barrier) – carpet spots can be used for carpet time and the teacher should maintain social distancing from the children wherever this allows.	Seating arrangements must be kept under review and it is up to teachers and leaders to ensure social distancing and those measures outlined in the system of controls are adhered to.
Children exhibit challenging behaviour, inhibiting the learning process for all learners in a group and or impacting on social distancing.	Staff Pupils	1) Has an assessment of individual risks presented by known children taken place? 2) Have additional staff been allocated to meet the need where challenging children are present? 3) Has consideration been made to additional PPE where children have a history of spitting etc? 4) Has sufficient leadership/pastoral support been allocated to meet these needs? 5) Have withdrawal spaces been allocated where children can be taken to calm down while respecting social distancing? 6) Has thought been given to how urgent need will be communicated while minimising movement through the school? 7) What provision is in place for monitoring and adjusting arrangements?	Risk assessments have been completed around SEMH and SEND needs of vulnerable children – these will provide guidance at an individual level for each child and these should be referred to by the group teacher. The pastoral and SEND lead in school are available for aid and socially distant counselling in a designated area. Each group has an appropriate number of staff in the group (no more than 3) to ensure any EHCP, SEND / SEMH needs are met. This has been communicated to staff. A set of PPE is available in every classroom and changing areas – this set includes a disposable apron, a mask and disposable gloves. This is used for intimate care and where risk assessments deem it to be used when a child becomes aggressive or has a medical condition. Urgent need is notified via SIMS messenger, mobile phone, walkie-talkie in the most needy cases and via email and admin in the less needy cases – this process is in the guidance for staff document. A space outside has been allocated for any child who needs time to calm or for pastoral intervention at a safe distance. If weather does not permit this, a space is allocated in a break- out area outside the group class. All behaviour expectations both in school and online have been explicitly communicated to parents via letter.	Amended behaviour policy and Academy home-school agreement followed which identifies new school rules and protocols whilst reopening more widely. Updated school rules are proactively taught and revisited with the children along with relevant sanctions.
Risk of infection spreading within groups due to poor hygiene – Surfaces / handles /	Pupils	1) Are clear, regular routines in place for handwashing/provision of sanitiser? 2) Are sufficient supplied of soap and sanitiser in place? Is this sustainable?	The system of controls in Schools coronavirus (Covid-19) operational guidance is adhered to. This includes: Sufficient handwashing facilities are available – designated spaces adhere to this. Where a sink is not nearby, hand sanitiser in	High profile signage is displayed in hand washing areas. Children are referred to these regularly. Signage replaced when worn and maintained as high profile.

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equipment are not clean or become contaminated during the day.	Staff	3) What provision has been made for drying hands? Is this sufficient/sustainable? 4) What routines are in place for good cough/sneeze hygiene? Is this sufficient/sustainable? 5) Are surfaces regularly cleaned during the day – what resources are provided to enable this to happen? 6) Are interior doors propped open to minimise handle contact? Is a cleaning regime in place for handles/door plates? 7) Are clear, high profile reminders prominently displayed for children giving key messages? 8) What provision is in place for monitoring and adjusting arrangements?	classrooms and other learning environments is provided. Cleaning surfaces regularly that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, banisters, more regularly than normal. Teachers and TAs have access to cleaning products to clean between regular cleaning sessions. Ensure all adults and children frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Government document 'how to hand wash' shared with all staff and the principles of this with children. Adults and children clean and sanitise their hands on arrival at school, before and after eating, and after sneezing or coughing - regular 'hand washing sessions' are organised at set times throughout the day. Hand sanitiser is freely available in dispensers on the walls in both classrooms, outside, on corridors and in classrooms in bottles. Children are actively encouraged not to touch their mouth, eyes and nose and to use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it'). A lidded bin is provided in every area used. Ensuring that help is available for children and young people who have trouble cleaning their hands independently – this comes from a teacher or TA who aids whilst maintaining social distancing where possible. Teachers and TAs to continue to encourage young children to learn and practise these habits through games, songs and repetition where appropriate. Ensure that bins for tissues are emptied throughout the day All spaces should be well ventilated using natural ventilation by opening windows and doors (see elsewhere in this risk assessment for more detail).	
Personal Care (Pupils)				
Pupil requires intimate care because of toileting issues – staff are potentially exposed to	Pupils who require	1) Are there children with an existing intimate care plan attending? What adjustments have been made to the plan to enable staff to be protected? 2) What protocols in terms of PPE etc will	Individual risk assessments have been completed to assess the needs of children who require intimate care in the new setting. Intimate care area has been designated near to the child's group. Extra PPE is provided both in the group area and in the changing area. This PPE consists of a disposable apron, disposable gloves,	Ensure stock of PPE is regularly monitored and maintained so no shortage occurs.

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additional risks.	intimate care Staff	be adopted if a child needs intimate care? Will additional adults be called upon? How will social distancing be maintained? 3) Are stocks of appropriate PPE available? Are they sufficient and sustainable? Where will they be located to ensure they are used when needed? 4) How will parents be informed of the potential use of PPE at these times? 5) How will pupils be prepared for the use of PPE when they are already vulnerable? 6) What provision is in place for monitoring and adjusting arrangements?	face masks and a visor. Staff involved in intimate care have been directed to and read sections 1-8 of the document 'safe working in education, childcare and children's social care. Additional adults, if required, are designated and given the same guidance. PPE is used where social distancing cannot be maintained, which will be the case with the child in question. The parents of children who need intimate care have been informed of procedures and of the need for PPE when in school. They, alongside the relevant intimate care worker have agreed the best way to talk to any children who have communication issues.	
Different groups of children sharing communal toilet facilities – risk of cross contamination.	Pupils	1) How will the number of children using communal facilities be minimised? How will privacy be maintained? 2) Will additional cleaning be needed? How will this be facilitated? 3) How will the risk of children meeting in communal facilities be minimised? How will this be monitored? 4) What provision is in place for monitoring and adjusting arrangements?	Designated toilets have been allocated to each year group – these are only to be used by one year group 'group' so cross contamination risk is minimised and privacy is maintained. This also complies with the system of controls. Children are not able to meet in communal areas inside school, as one child will go to the toilet at a time from each group. This is monitored by teachers, school leaders and TAs. Teachers ensure a one in, one out policy when children go to the toilets from the classroom throughout the day. SMSAs do this at lunchtimes.	Enhanced cleaning is applied where required. Teachers and TAs have access to cleaning equipment and disinfectant. This is used at regular intervals during the day to toilet door handles etc. Reactive cleaners regularly maintain cleaning of toilets throughout the day.
Movement around school during day (children)				
Children/staff meet on corridors in large groups. Unnecessary social contact takes place	Pupils Staff	1) How will the use of outdoor paths be maximised as methods of transit around the site? 2) Which areas will have minimal traffic/ will staff and children be asked to avoid? 3) Which areas will have one-way systems instigated? 4) How will 'keep left' systems be implemented and labelled in corridors/stairs – how will this be enforced?	Use of outdoor paths (as used in the one-way system) is outlined elsewhere in the risk assessment. Parents / carers /child minders use these accordingly and in line with school guidance – including the premises tour presentation on the website. Children utilise outdoor spaces in their 'groups' and direct access to them is given to minimise use of other areas. As part of the system of controls corridors in school continue to be partitioned with 2 metre spaced horizontal tape and also be split in half length wise to create two distinct lanes where two-way access is required. Children and parents have been notified of this and the 'keep left' rule enforced. This is enforced through clear and regular signage and chevrons / arrows on the floor. Parents and staff have been informed of the amenities available.	Evacuation procedures are kept the same in principle – each group has a designated area on the field to go to relevant to the classroom they are in. Lines are more than 2 metres apart and children line up to come into school at least 2 metres apart.

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		5) What provision is in place for monitoring and adjusting arrangements?	The stairs in Y5/6 block are similarly labelled – regular reactive cleaning through the day of the banisters is carried out.	
Danger of cross-contamination from door handles, equipment etc in classroom, communal and public areas	Pupils Staff Visitors	1) Will doors etc be kept open to minimise the need for them to be touched? 2) What cleaning regime will be needed in order to ensure that handles and door plates are not sources of cross contamination? 3) What hand cleaning regime will be implemented to minimise the risk of cross contamination from outside the classroom – eg provision of sanitiser/soap? 4) How will this be labelled/clearly communicated to pupils? 5) What provision is in place for monitoring and adjusting arrangements?	As part of the 'system of controls in section 1 of Schools coronavirus (Covid-19) operational guidance rooms are ventilated. Wherever possible, windows will be open, and doors chocked open wherever possible both to minimise touching and maximise ventilation. Cleaning is regular throughout the day (after breaks, after lunch) via a reactive cleaner. Cleaning products are fully available to group leaders and TAs for extra cleaning where required – adhering to the guidance in the Joint union advice . Deep cleans and regular cleaning regimes also take place. Using the principles of 'how to hand wash' document - hand washing is arranged at regular intervals, with posters offering guidance on how to effectively do this in clear view. Hand sanitiser and soap is freely available through dispensers on the wall (soap as bars on the sinks) and in bottles in the classroom – children and staff are encouraged to use this regularly.	Stock of hand sanitiser, soap and disinfectant to be regularly monitored and re-stocked at regular intervals.
Danger of cross contamination in communal facilities – ICT suite/library areas etc.	Pupils Staff	1) Which communal facilities will be taken out of use/made out of bounds? 2) Which communal facilities will remain in use but be subject to regular cleaning? How will this be facilitated? What timetabling adjustments will be required? 3) What provision is in place for monitoring and adjusting arrangements?	The main hall is out of bounds to children (other than small areas where learning spaces for individual children have been established), as is the reception area (unless in exceptional circumstances). The PPA room and staff room are all out of bounds for children. The Principal's office and the office itself are also out of bounds for children. Designated classrooms, the small hall, toilets and outdoor areas are remaining in use – cleaning routines for these are carried out daily, with a regular deep clean. Teachers and TAs have access to cleaning equipment which is used regularly and as they see fit during the day whilst adhering to advice in the Joint union advice .	Stock of cleaning products must be monitored and replenished as needed. Overspill areas are to be maintained and cleaned. Communication of plans in the 'system of controls' is adhered to – cleaning services are well informed of what to clean and how often.
Risk of children meeting those from other classrooms whilst on errands etc.	Pupils	1) How will number of children not in class at any time be minimised? 2) How will facilities such as SIMs messenger be used instead of 'runners'? 3) Under what circumstances, if any will it be acceptable for a child to be out of class? 4) How will this be communicated to staff/ pupils? 5) What provision is in place for monitoring	Children will not be allowed out of their group unless the circumstances are exceptional (emergency, intimate care etc). Any errands or messages that need to be passed elsewhere should be done electronically (via SIMS messenger, email) or if the need is to be physically present, by the TA or the group leader. See guidance on 'minimise contact between individuals and maintain social distancing wherever possible' section in Schools coronavirus (Covid-19) operational guidance. This has been communicated via email to parents and is in the staff guidance document.	In the event of an emergency or intimate care, children should be accompanied to their destination in a socially distant manner, observing school regulations, signage and taping demarcation.

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		and adjusting arrangements?		
Movement During School Day (Adults)				
Risk of not maintaining social distancing from other adults during start/end of school day when on corridors etc.	Staff	1) How will those staff who are not directly working together be discouraged from social contact before/after the day? 2) How can staff be encouraged to leave the site in a timely manner at the end of the day, reducing the cross-contamination risk? 3) What provision is in place for monitoring and adjusting arrangements?	Staggered break times, arrival and finishing times minimise social contact between staff who are not working in the same group - adhering to 'minimise contact between individuals and maintain social distancing wherever possible' section in Schools coronavirus (Covid-19) operational guidance. Break out areas are also spread through school and are staggered in use – main hall for staff in KS2 building and staff room for staff in KS1 /EYFS building. Staff are expected to not wander the corridors unnecessarily or congregate in groups anywhere on the premises as per the staff guidance document.	Markings on the corridors and clear, obvious signage around school will present the message to staff to ensure 'keep left' on corridors is maintained and any one-way paths around school are used appropriately. This is communicated in the guidance to staff document.
Risk of meeting other adults in key communal areas – photocopier etc	Staff	1) What provision will be put in place to reduce the number of people using/queuing for photocopier etc at any one point? 2) How will social distancing be enforced in these areas? 3) What cleaning regime will be needed? 4) What provision is in place for monitoring and adjusting arrangements?	Clear signage at both photocopiers in school indicates one person in the room at any time – touch screens and areas of the photocopier should be disinfected using cleaning products provided in the rooms. 2 metre distancing tape on the floor indicates waiting areas where required outside the door. This adheres to the 'minimise contact between individuals and maintain social distancing wherever possible' section in Schools coronavirus (Covid-19) operational guidance document. Screens are routinely cleaned as part of the usual cleaning routine. This is communicated in the staff guidance document.	Stocks of paper to be checked daily by admin staff to ensure no teacher has to walk through school to source any. If the copier malfunctions – admin staff should be contacted via the internal phone system.
Children's Break time				
Risk of children from different groups mixing in uncontrolled manner during break times.	Pupils Staff	1) Will a system of staggered breaks be used to limit the numbers on the yard at any one time? 2) How will the importance of prompt timing be enforced with staff? 3) How will groupings be allocated spaces? What markings will be needed? 4) What provision is in place for monitoring and adjusting arrangements?	Staggered breaks are utilised as are designated areas for each group to take their break time and lunchtime. Half a year group eat their lunch while the other half go out to play – thereby minimising time the whole year group is outside. Staff guidance is clear that prompt start and ending times of breaks are crucial to avoid overlap of children on the yard and field. No group should go out for their break if another year group is out (or deemed too near) their designated area. These areas have been clearly communicated to staff.	The section 'minimise contact between individuals and maintain social distancing wherever possible' section in Schools coronavirus (Covid-19) operational guidance is clear that the overarching principle is to ensure reduction in the number of contacts between children and staff, so social distancing between adults and children should still be

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				paramount when supervising children at break times.
Risk of children playing close-contact games with peers during break times.	Pupils	1) What expectations will be put in place at breaks? What will be allowed/prohibited? How will this be enforced? 2) What behavioural sanctions will be applied? How? 3) What provision is in place for monitoring and adjusting arrangements?	Ball games are permitted within the group. Non-touch running games are encouraged in class groups. Each group has their own equipment for their use only. Outdoor equipment such as hoops, racquets and other non-contact sports such as rounders and cricket are permitted. However, if these are played, then all equipment must be disinfected before and after use. This will be monitored through group leaders and TAs on duty.	Sanctions will be clear in the updated behaviour policy. Any child misbehaving or consciously not following guidelines of social distancing with adults will be stopped from any games immediately and will be isolated if need be in their designated area or classroom.
Risk of supervising adults causing cross infection if they are supervising more than one group.	Pupils Staff	1) Are adults allocated more than one group? Can this be minimised or eliminated? If not, what controls are in place? 2) How will staff have a comfort break if they are supervising groups? 3) What provision is in place for monitoring and adjusting arrangements?	Break times are monitored by one adult to the group – or two to the year group if playing at the same time, 1:1 staff may also be present. Breaks are managed between TAs and teachers across the year group classes so staff can have a break. The teacher supervises, the TA takes the group once back in class for 15 minutes whilst the teacher has a break and vice versa. Lunchtimes are similarly staggered, with one SMSA / TA supervising a group of children which they remain with each lunchtime, each day.	Staff (including SMSAs) have been given guidance on maintaining a safe distance from both pupils and other staff before reopening commences as per 'minimise contact between individuals and maintain social distancing wherever possible' section in Schools coronavirus (Covid-19) operational guidance.
Risk of play equipment (fixed/non-fixed) being used by more than one group at break times.	Pupils	1) Will fixed play equipment be allowed to be used? If not, how will it be taken out of use or cleaning guaranteed? 2) Will non-fixed equipment, such as footballs, be allowed? How will you ensure they are not used by multiple groups and cross contaminate? If you are not permitting them how will you keep children occupied? 3) How will it be enforced? 4) What provision is in place for monitoring and adjusting arrangements?	Fixed play equipment is used at playtimes or lunchtimes – this should be carefully supervised. Footballs and contact sports can be played. Enforcement is via the updated behaviour policy and Home-Academy agreement. This is in the staff guidance document with clear steps to take using the school's card system and isolating children if they break the rules.	Check playground areas daily and ensure group play equipment is regularly cleaned.
Risk of children mixing when entering and exiting the classroom at break times.	Pupils	1) How will you ensure that children exit/enter the classroom in an orderly manner? What supervision expectations are placed on staff around this? 2) What arrangements are in place to route children into/out of the classroom? Can	Children will leave the classroom via the fire door wherever possible, which leads straight outside. Any classrooms where this is not possible, then children should make their way outside via the corridors, observing the rules of moving through school. The member of staff on duty should already be outside when the children come out and will ensure the children make their way to the area appropriately distanced, then supervise until break is	Ensure the TA or class teacher is in the classroom to receive the children, before they return and direct them to their desks.

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		they directly access the outside without moving on corridors/through cloakrooms? 3) What provision is in place for monitoring and adjusting arrangements?	ended. At the end of break, children stand still on a whistle and, when called make their way back to the classroom via the fire door / external door in an orderly manner. Cloakrooms can be used for coats – children should be staggered to get these and likewise putting these back.	
Children's Lunch time				
Children mix in an uncontrolled manner exiting classroom/entering dining hall – Children mix in an uncontrolled manner in dining hall.	Pupils	1) Will children have an allocated lunch time? 2) How will you ensure these timings are prompt to avoid congestion? 3) How will you ensure that children exit/enter the dining room in an orderly manner? What supervision expectations are placed on staff around this? 4) What arrangements are in place to route children into/out of the classroom? Is there a practical alternative to eating in the dining room? 5) What arrangements will be made to place groupings/provide alternative locations for food to be eaten? 6) What provision is in place for monitoring and adjusting arrangements?	All children in school have an allocated, staggered lunchtime. The allotted times for each group consist of time to eat their lunch in their group 'group' and time for break outside. Communication with staff insists on prompt start and end times of the allotted slots. These are staggered so even if some groups are outside at the same time, they are zoned socially distanced from other groups in their designated areas. Children do not enter the dining hall at all – packed / hot lunches provided are eaten in the classroom for their designated group, at their desks, or where possible, outside in their designated area. If this is to be done, then protocol follows the same as break. Washing of hands must take place both before and after eating. This must be supervised by the TA or teacher.	Catering staff have a timetable of when each groups' lunches are to be ready. These are placed at the allotted time, outside the internal kitchen door for collection by SMSA. These are then delivered to the classrooms. A black bag is in each class for litter and is collected by the reactive cleaner / SMSA for disposal after lunch.
Children queue together to be served, making it difficult to maintain social distancing	Pupils	1) Has consideration been made to how spacing will be maintained? Does a different serving regime need to be implemented? Is a full menu viable? 2) What provision is in place for monitoring and adjusting arrangements?	Communication to staff around lunchtime is in the updated staff guidance document. Lunches are delivered to the separate groups and eaten in the classroom or outside where possible. Spacing is maintained with adults as outlined above and serving of lunches in the hall is negated completely, thereby minimising risk.	Ensure lunches are ready and delivered to classes at the allotted time.
Risk of SMSAs supervising multiple groups – danger of cross contamination between groups of pupils.	Staff (SMSAs)	1) Has consideration been made to allocation of SMSAs? How will this be done? Are there sufficient SMSAs to have one per class or is this not attainable? If not, how will cross-contamination be avoided? 2) What provision is in place for monitoring and adjusting arrangements?	SMSAs have been allocated whole class groups of children on a staggered basis, so they are responsible for groups both externally and internally within school. Staff audit continues to suggest there will be enough SMSA supervision for each whole class group in school.	Clear guidance has been issued to SMSAs in the staff guidance document around social distancing and hygiene.

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Danger of cross contamination between dining furniture, coloured choice bands, serving areas etc	Pupils	1) Will the dining hall be used? 2) What cleaning regime will be needed between groups for tables/ chairs? 3) How will cleanliness of counters, trays etc be maintained? What system will be used to avoid coloured bands with multiple usages? 4) How will this be facilitated? 5) What provision is in place for monitoring and adjusting arrangements?	The dining hall is not used for lunches to minimise risk. Therefore, there is no cleaning regime required in this sense. In the children's groups, cleaning equipment is available to clean desks before and after lunch is eaten. This is undertaken by the SMSA, TA or group leader for hygiene purposes. Reactive cleaners will attend to this when the children are outside if required. Coloured bands are not used as lunches are delivered to the classroom and eaten in there or outside.	Ensure stock of cleaning products is monitored and kept up to date in each group (PWi).
Staff break times/lunchtime				
Risk of too many staff utilising toilet facilities causing cross contamination.	Staff	1) What capacity is there for staff to be allocated different toilet facilities in different areas of school? 2) What cleaning regime are staff expected to adhere to after use? 3) How will cleanliness of handles and door plates be guaranteed to prevent cross contamination? 4) What labelling etc will be needed? 5) What provision is in place for monitoring and adjusting arrangements?	Staff have separate toilet allocations in different areas of school. Staff using the Y6 classrooms use one of the cubicles upstairs (clearly demarcated as a staff toilet). Staff Y5 provision use the disabled toilet in their area. Toilets opposite the meeting room (clearly demarcated male and female staff toilets) are to be used by Y3 and Y4 teachers. Staff using the KS1 and EYFS classrooms use the disabled toilet (female) and male toilet (male) near reception. All these toilets are clearly labelled and referenced in the staff guidance document.	As part of the system of controls, staff are responsible for ensuring handles on toilets and doors they use are disinfected and clean, as these are shared areas. Cleaning products are easily accessible inside the toilet areas. Hand sanitiser dispensers are readily available.
Risk of insufficient social distancing as staff gather in social areas at lunch/ break times.	Staff	1) What capacity is there for staff to be allocated different rest areas and the access to these staggered? 2) What cleaning will be needed between usage? 3) What provision is in place for monitoring and adjusting arrangements?	Staff are able to use the staff room (for those based in the KS1 / EYFS building) and the main hall for those based in the KS2 building. These areas are staggered in their use. If two members of staff share an area, they must ensure ventilation is adequate (open doors and windows) and be based at least 2 metres apart.	Staff are responsible for cleaning up after their breaks and disinfecting any areas used before leaving, including tables and door handles. Reactive cleaners also clean these areas after use. Cleaning products are provided, and stock regularly checked to ensure availability.
Safeguarding / First Aid				
Risk of increased safeguarding/ pastoral needs following self-isolation – risk of pastoral worker/		1) What provision has been made for pastoral/ safeguarding support? 2) Have staff been briefed to be vigilant for children displaying signs and indicators of abuse?	Child wellbeing is prioritised. Pastoral lead has notes and risk assessments of those children with known SEND and SEMH needs. Plans for distance counselling are in place. All guidance will be adhered to. This will include: Providing regular opportunities for children to talk about their	Staff have been briefed on being vigilant for signs of abuse – all staff safeguarding training is up to date. Any issues will be reported via the usual channels (CPOMS, safeguarding leads) these will be

1. Hazards identified	2. Persons at risk	3.Control measures PHASE 1 PHASE 2 PHASE 3	Communication – with who? when? how?	4.Further action required (if any) / Comments
safeguarding lead cross contaminating individuals and groups	Pupils	3) Have reporting lines been reinforced? 4) How will pastoral support be provided while maintaining social distancing – can outside spaces be utilised? 5) What consideration has been made to access by social workers/Early Help etc – how will this be managed? 6) What provision is in place for monitoring and adjusting arrangements?	feelings both during and after lockdown. Providing opportunities for one-to-one conversations with trusted adults where this may be supportive. Teaching some refocussed lessons on relevant topics, for example, mental wellbeing or staying safe. Work which can be kept distanced to increase feeling of sociability and belonging should be undertaken. Providing pastoral activity, such as positive opportunities to renew and develop friendships and peer groups. Published guidance on RHSE will be used from the government as part of health education 2020-21. Revised safeguarding policy will continue to be used to clarify changes in routines and processes. SEND children will be supported as per guidance. Safeguarding of children continues to be high priority and the current keeping children safe in education 2021 document remains high profile with staff. With regard to remote learning, the remote learning policy is updated and in place.	reinforced. A designated area outside the pastoral lead's room has been allocated with demarcation at social distance for pastoral support. For indoor use, an area has been designated at the entrance to the pastoral office. Social workers and other visitors to school regarding safeguarding are encouraged to contact staff via zoom or via telephone. If a face-to-face meeting with a child or member of staff is essential, either end of the table in the meeting room will be provided. Cleaning routines must be performed both before and after the meeting takes place. This protocol will also apply to external visitors for SEND children.
Risk of lack of safeguarding and pastoral capacity in school due to demand / staff shortages	Pupils	1) How will capacity for safeguarding/pastoral support be maintained? 2) What capacity is available? 3) What provision is in place for monitoring and adjusting arrangements?	Alongside teachers and TAs, the pastoral lead and SEND lead are the main sources of support for children in school. Two other members of staff will be made available at short notice if required, or if the lead falls ill or is absent. 2 designated areas are used for socially distancing pastoral work – an outside area near the pastoral lead and an indoor area near the entrance to the pastoral office.	Ensure spreadsheet and audit of staff availability is consistently current.
Lack of appropriately qualified first aid staff means that children are not safe	Pupils	1) How will the availability of first aid provision be guaranteed? 2) Which staff on duty have the different levels of qualification? 3) What can be done to mitigate risk? 4) What provision is in place for monitoring and adjusting arrangements?	First aid provision is available in each group and 'group'. First aid kits are available as usual and should be administered in as socially distanced manner as possible. If staff feel PPE needs to be used to administer first aid, they can do so. This will be available in each group as a disposable apron, disposable gloves and a face mask. These should be disposed of in a lidded bin provided and cleaning protocol followed after administration.	All staff have up to date first aid training and / or paediatric first aid training where required.

1. Hazards identified	2. Persons at risk	3.Control measures PHASE 1 PHASE 2 PHASE 3	Communication – with who? when? how?	4.Further action required (if any) / Comments
Key staff who administer medicine at increased risk due to close contact with children from different groupings. How will medication be received from parents?	Staff	1) Which staff have training to administer medication? 2) How will parents hand-over medication/fill in required forms? 3) How will compliance to Trust policies be guaranteed? What lines of communication will be in place to substantive class teachers/group leaders? 4) What provision is in place for monitoring and adjusting arrangements?	35 staff currently have training to administer medication. Medicines are handed into school with the child and any instructions for dosage and the like either communicated via electronic channels or from across the hatched area at the entrance to group classes. Required forms should be sent electronically, or where this is unavailable, home with the child and returned with the child – no parent will be admitted to the school building unless they have a prior appointment. MyEd, info@ email and zoom meetings will be offered if parents wish to contact school regarding medicine administration. Updated administering medicines policy is used to reflect changes in protocol.	When administering medicines, trained staff can measure the dosage and leave on a table for the child to pick up at a socially safe distance. If the child can administer the medicine themselves, they should do so. If trained staff cannot socially distance when administering medicines, PPE will be available to be used as outlined previously.
Pupil requires first aid for non-covid illness – staff exposed to additional risks due to proximity/body fluids	Staff	1) Have first aid areas been allocated which are well ventilated and maximise staff safety? 2) Have stocks of relevant PPE (Masks/gloves/aprons for sickness) been placed in these areas to enable ease of access? 3) Has provision of equipment for safely dealing with body fluids been checked and are they sufficient/sustainable? 4) Has an emergency cleaning protocol been put in place, so body fluids are not left in areas with other children/staff present? 5) What provision is in place for monitoring and adjusting arrangements? 6)	First aid areas are well ventilated and where possible is administered outside. PPE is well stocked and is placed in all group areas. Staff intending to use PPE and are encouraged to use the equipment if providing intimate first aid. A sheet is in all group and changing areas on how to put on and use PPE. Provision of equipment is checked and monitored daily by group leaders and the premises manager – stock is replenished where necessary. Lidded bins are used for any used first aid equipment and cleaning protocols both before and after administration should be followed as outlined elsewhere in the risk assessment. Cleaning products are provided in all areas where children are admitted, and these are kept in stock at all times. Staff are encouraged to use these regularly whilst adhering to Joint union advice guidance.	Ensure stock is monitored regularly and ordered in good time to be replenished.
Suspected / Confirmed Cases (Children)				
Risk of contamination spreading as symptomatic child continues to mix with staff / children	Pupils	1) Has a clear message been communicated to all stakeholders that any child with a raised temperature or cough will be sent home? 2) Have good hygiene systems been put in place to ensure basic sneeze/cough/hand hygiene is consistently adopted? 3) Are supplies of soap/sanitiser and drying	As normal school practice and as part of the system of controls, if a child appears unwell, including with a raised temperature, loss of taste or smell, or a cough, they will be sent home and advised to follow the guidance outlined in COVID 19 – guidance for households with possible coronavirus infection document and isolate for the advised period of 10 days. This message has been communicated to all staff, parents and governors. We will continue to liaise with parents on their child's condition and eventual return to school. Any child showing symptoms is immediately moved to the covered area near the car park if the weather is suitable or to the PPA room	Cleaning and hygiene is observed as outlined in the system of controls. Supplies of cleaning products are monitored daily and replenished where necessary. Any area where a suspected adult or child case of Covid-19 has been

1. Hazards identified	2. Persons at risk	3.Control measures PHASE 1 PHASE 2 PHASE 3	Communication – with who? when? how?	4.Further action required (if any) / Comments
	Staff Visitors	towels in place? Are they sustainable? 4) Has a well-ventilated area been allocated to 'hold' children with symptoms in isolation until they can be collected? 5) What arrangements are in place for supervision while a child is in the isolation space? 6) What provision is in place for monitoring and adjusting arrangements?	upstairs in the KS1 building where they can be isolated behind a closed door and the main window opened. Appropriate adult supervision is provided at a 2 metre distance – this is either be the teacher or TA from the relevant 'group'. If it is not possible to isolate them, they are moved to an area which is at least 2 metres away from other people (reception). If they need to go to the toilet while waiting to be collected, they should use a separate toilet if possible (disabled toilet upstairs). The isolation room and bathroom (if used) will be cleaned and disinfected using standard cleaning products before being used by anyone else.	held must be deep cleaned once the individual has left the premises. If a local outbreak occurs, the group would access remote education via our remote learning offer. This must be administered by the appropriate teacher and match as closely as possible to what is being taught in school.
Risk of cross contamination with other children/adults from surfaces, handles etc within classroom space.	Pupils Staff	1) Have sufficient cleaning materials been put in place within classrooms to enable regular cleaning of surfaces, handles etc during the day? 2) Have good hygiene systems been put in place to ensure basic sneeze/cough/hand hygiene is consistently adopted? 3) Has an emergency cleaning protocol been put in place to ensure all areas where a suspected case have been are thoroughly cleaned? 4) What provision is in place for monitoring and adjusting arrangements?	Cleaning materials are ordered regularly and put in place into classrooms in a designated area, which is labelled. Lidded bins, PPE, hand sanitiser are all provided in each group setting. Hand sanitiser stations on corridors are also clearly labelled and encouraged to be used. Emergency cleaning measures are in place to ensure any isolation areas, use of toilets by a suspected case is thoroughly disinfected and cleaned.	Stock of cleaning products to be replenished when required and monitored daily.
Risk of spread within groupings if case is confirmed / symptomatically probable	Pupils	1) Is protocol in place to communicate with Trust regarding informing parents if a case is confirmed/symptomatically consistent with infection? 2) Is a deep cleaning regime in place, if and when needed? 3) What provision is in place for monitoring and adjusting arrangements?	The DfE coronavirus helpline will be contacted for advice if thresholds are met and advice followed accordingly. Track and Trace will continue to monitor potential contacts of confirmed positive cases and advise isolation accordingly. Based on definitive information provided by teack and trace, individuals will be sent home and self-isolate for 10 days. A record of groups is kept at reception. A template letter will then be sent to relevant parents and carers as required. The school will continue to work closely with the DfE and Track and Trace following a positive test for an attendee.	Regular deep cleaning is in place and cleaning protocol according to the system of controls will be adhered to. Staff and parents made aware that they must engage with the NHS test and trace process as per the Schools coronavirus (Covid-19) operational guidance document.

1. Hazards identified	2. Persons at risk	3.Control measures PHASE 1 PHASE 2 PHASE 3	Communication – with who? when? how?	4.Further action required (if any) / Comments
	Staff			

Suspected / Confirmed Cases

(Adults)

1. Hazards identified	2. Persons at risk	3.Control measures	Communication – with who? when? how?	4.Further action required (if any) / Comments
Risk of contamination spreading as symptomatic adult continues to mix with staff / children	Staff Pupils	1) Has protocol of any staff member who displays symptoms being sent home/not coming to work and seeking a test been implemented? 2) Has this been communicated to staff? 3) Have leaders been instructed to send any adult suspected of being symptomatic out of school? 4) Has a space been allocated so any unwell adult, who is unable to drive can wait in isolation? 5) What provision is in place for monitoring and adjusting arrangements?	If an adult in school appears unwell and shows potential coronavirus symptoms, including a raised temperature, loss of taste or smell, or a cough, leaders know that they are to send them home, follow relevant and current guidance and self-isolate for 10 days. This message will be communicated to all staff, parents and governors. We will continue to liaise with the member of staff on their condition and eventual return to school. Any member of staff showing symptoms who cannot leave the premises straight away, will be moved, if possible, to a room where they can be isolated behind a closed door (initially outside, then reception. A window will be opened for ventilation. 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. If they need to go to the toilet while waiting to be collected, they should use a separate toilet if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. Follow the system of controls. Any member of staff who is contacted via the government's test and trace system should immediately isolate and not come into school. If this alert arrives during the school day, the member of staff will be sent home and will be required to book a test. If any positive test for Covid-19 is received for a child or adult, then the group they were in is immediately closed and anyone in it will be required to get tested. Staff must ensure they understand the test and trace system and what to do if a case is confirmed (see above).	Those developing symptoms will follow procedures ring 111/GP and notify SLT of intention to self-isolate. Staff need to contact GP for a referral to testing. We will follow government guidelines and a deep clean of the area involved will be undertaken. We will refer to DFE guidelines for staff requiring PCR testing. Staff referred to testing stations and online applications. The government have issued guidelines that all our community from the age of 5 can be tested. Families that are self-isolating will be supported if required, in applying for testing. We understand that families that cannot access tests at distance – they may have the test delivered to their door by NHS staff. If a parent or child is incapable of going for a test, then school have tests available to give to them. This guidance will be reiterated in the staff guidance document.

Health and Wellbeing (Adults)

1. Hazards identified	2. Persons at risk	3.Control measures	Communication – with who? when? how?	4.Further action required (if any) / Comments
Risk to staff mental health and well-being		1. What is in place to reassure staff they are working in as safe an environment as possible? 2. Have staff been asked what they need to feel safe?	Communication with staff is prioritised to ensure clarity of procedures and reassurance around safety measures being put in place. Staff are regularly asked on what they expect to see when they resume teaching to feel safe. This will then be compared to actual actions being taken. Clear signage, obvious and plentiful hand-sanitiser and cleaning products, social distancing measures and clearly outlined	Staff suffering with mental health issues are advised to contact their GP initially, but there are counselling services available, including bereavement counselling through the MAST service. Staff should contact a

1. Hazards identified	2. Persons at risk	3. Control measures PHASE 1 PHASE 2 PHASE 3	Communication – with who? when? how?	4. Further action required (if any) / Comments
	Staff	3. What is in place to ensure that staff have opportunities for self-referral to mental health support? 4. What is in place to provide opportunities for confidential conversations/counselling sessions?	procedures for movement around school as outlined in this risk assessment will aid reassurance of returning to work.	senior leader in school if they require this service.
Risk to staff with pre-existing medical conditions or living with those with pre-existing medical conditions	Shielding staff	1. How are these staff are kept up to date with developments in school, so they don't feel isolated? 2. What are staff expectations – have these changed? Working from home / working at school?	Staff are actively encouraged to share their feelings and maintain good contact with their line manager, phase leaders or with a senior leader. This contact varies and includes WhatsApp groups, zoom meetings, emails and phone conversations. This contact should be routine. Any member of staff who is not in school will be kept up to date via Zoom meetings, emails and letters. If any member of staff goes home with coronavirus symptoms or tests positive for the virus, then any staff who have had contact with the individual will be informed, as will families of children who have been in contact with the member of staff. Procedure for any member of staff or child who develops symptoms or tests positive is outlined elsewhere in this risk assessment (including if a test and trace notification is received).	If a child or member of staff shows symptoms, the steps to isolate and send them home will be put in place as already outlined. If a member of staff is sent home and has to isolate, a senior leader, or reserve member of staff will be put in place to supervise the group.
	Staff living with smeone who is shielding	1. If they can't be separated from the person isolating what are expectations?		
	Staff who have to self-isolate/ If a member of staff develops symptoms	1. What will be done to ensure safety of that member of staff and other staff who may have been in contact? 2. What are arrangements if a child shows symptoms (or sibilings)? e.g. send home to isolate. 3. What will actions be to inform parents/carers? 4. What changes will be made to the arrangements in school?		

Educational/Curriculum Continuity

1. Hazards identified	2. Persons at risk	3. Control measures	Communication	4. Further action
Aspects of the curriculum are not available as internal shared spaces are not in use/safe to use in high energy activities (eg.	Staff / pupils on site.	1. What mitigation can be put in place to avoid identified risks and enable spaces to be used (eg regular cleaning of computer suites)? 2. How can the annual programme be adjusted to ensure that, across a year, students gain the breadth of experience?	Spaces both in and out of school are used to ensure the curriculum is kept broad and balanced. IT suite will be clearly timetabled and should be used promptly when timetabled. Cleaning products are available in the suite to ensure keyboards and mice can be cleaned after use. Reactive cleaner also cleans before and after use by classes. No indoor PE will take place – this will be adjusted to include outdoor sports to be taught. If the weather is inclement and	Cleaning products should always be monitored and replenished when running low. Equipment for PE should be group specific and if there is a need for equipment to be shared then it should be disinfected first.

1. Hazards identified	2. Persons at risk	3.Control measures PHASE 1 PHASE 2 PHASE 3	Communication – with who? when? how?	4.Further action required (if any) / Comments
Computer suite, hall for PE)		3. Can contingency arrangements be put in place – eg increasing class-based IT?	outdoor PE cannot occur, then it will be cancelled or alternatively a PE theory-based lesson can be delivered. Class-based ICT comprises of 2 PCs in each classroom – to be used accordingly - there is no immediate capacity to increase this. Assemblies will be done remotely where possible, but content can be taught in groups.	
Aspects of the curriculum are not available as specialist teaching and support is not available/able to be taught (eg. music)	Staff / pupils on site.	1. Can control measures be put in place to reduce the risk posed by staff with a multi-site role (eg stricter social distancing) 2. Can mitigation over activity (eg instrument choices/cleaning regimes) be made to ensure that specialist tuition can continue. 3. Can curriculum time be reassigned to 'block' subjects into later periods of the year?	MFL is currently taught by teachers. Social distancing and protective measures outlined in this risk assessment should be observed in both schools to minimise risk as per other practical considerations in Schools coronavirus (Covid-19) operational guidance. Music will be taught both in the classroom and through peripatetic teachers (remotely). Any visitors to school are briefed on all safety measures implemented and expected to fully comply. Cleaning regimes and hand washing measures are in place to ensure rooms are clean before and after lessons. Visits to external sites can resume and more educational visitors are now allowed in school pending a negative lateral flow test.	A set timetable is in place for music and peripatetic teachers. Lessons take place remotely.
Local lockdown measures mean that school closes and children (other than key workers) are home educated.	All staff and pupils.	1. Are contingency plans in place to ensure that work packs/online learning can rapidly be put in place? 2. What provision is in place for implementation of key worker provision/rapid deep cleaning? 3. How will the quality of ongoing provision be maintained/monitored in a lockdown situation.	Remote learning is in place via Purple Mash as per our remote learning offer. Activities are expected to mirror as closely as possible what would occur in school. Teachers complete and send a timetable of online learning with at least 4 hours per day (KS2) and 3 hours per day (KS1) on it. TAs monitor engagement of all children with remote learning and parents are contacted where concerns are raised. EHCP and SEND children will continue to have their targets addressed by TAs and teachers, whether remotely (if self-isolating) or in school. Regular checks are made on engagement with remote education and any children who are not accessing this via our remote learning offer will be contacted and offered assistance, including reassurance on the school's safety measures. If they continue to not engage, then attendance procedures will follow.	Key worker provision is set up as a rota group and is well organised in school - incorporating safety measures outlined in this risk assessment. Any updated government guidance to be followed as it is updated. All children in school will be expected to wear school uniform.
Class groups close due to a positive covid test and children are home educated.	Staff and pupils in group /	1. Are contingency plans in place to ensure that work packs/online learning can rapidly be put in place?	If a positive test is received, then the expectations outlined above will be adhered to. This includes the relevant group being immediately closed and access to the remote education plans via Purple Mash instigated the next day as per our remote learning offer. This must be administered by the appropriate teacher and match as closely as possible to what is being taught in school. Within 2 days, a learning pack will be produced to be collected from	The group area will be deep cleaned by the next day and any key worker provision from the group surveyed and brought into the same classroom once established and after the deep

1. Hazards identified	2. Persons at risk	3.Control measures PHASE 1 PHASE 2 PHASE 3	Communication – with who? when? how?	4.Further action required (if any) / Comments
	close contacts.	2. What provision is in place for implementation of key worker provision/rapid deep cleaning? 3. How will the quality of ongoing provision be maintained/monitored in a lockdown situation?	the school foyer for those who require this. Checks will be carried out that isolating families have the facility to access remote education and aid provided if not.	clean.
Children fail to engage with learning at school or become school refusers	Pupils involved.	1. What provision is in place to ensure home learning is continued while engagement is built? 2. How will social distancing be maintained for staff visiting homes of non-engaging pupils? 3. What capacity has been made available within pastoral teams to build engagement for these pupils?	Parents will be expected to inform school if their child is struggling with remote learning or they have anxieties about bringing their child into school (if vulnerable, nursery age or key worker). We will follow the Attendance guidance in the contingency framework: education and childcare settings.document and will work closely with the family involved. This will involve offering support to the family and a named individual to act as communication to reassure and gradually ease the child into remote learning or into school if the child is vulnerable.	Risk assessment documentation and power point given to parents to reassure on procedures. Tour of school when no children present will be offered. Contact will be continued via phone and other media on a daily basis.
Children with SEMH needs are unable to socially distance/control behaviour and are subject to temporary exclusion	Pupils involved / staff 1:1 where relevant.	1. What risk assessment/pastoral provision is in place to avoid this situation arising? 2. What provision is in place to ensure home learning is continued while engagement is built? 3. How will social distancing be maintained for staff visiting homes of pupils? 4. What capacity has been made available within pastoral teams to build understanding for these pupils?	Risk assessments are produced for all vulnerable children and action-response procedures within these are clear. Should a child in school be temporarily excluded, then remote learning will be provided via a pack or via Purple Mash – there will be an expectation that these activities will be completed. Home-Academy agreement to be reiterated both with child and parents to ensure they understand the consequences of poor behaviour, with a particular focus on hygiene and movement around school.	On return from exclusion a phone conversation, WhatsApp or Zoom meeting will take place to talk through future support to be offered in or out of the classroom. Pastoral / SEND lead will be a key communicator with the family involved.
Primary staff rapid asymptomatic (LFT) testing				
Contact between staff increasing the risk of transmission of Covid-19 when collecting tests.	Admin staff / individual staff	1. What provision is in place to ensure test kits are distributed safely? 2. Is a clear designated person/ persons in place to administer the test kits? 3. Are staff clear on the procedure to collect test kits?	A clear and designated person responsible for distributing and logging the test kits to individuals has been identified (CAs). Twice weekly staff testing would continue as normal. The designated person distributing the tests will regularly sanitise before giving each box to the individual staff member. This complies with the system of controls in Attendance guidance in the contingency framework: education and childcare settings.and rapid asymptomatic Covid-19 testing for staff in primary schools, school-based nurseries and maintained nursery school documents.	An internal log is in place as per the government template to ensure that all test kits are logged individually to each member of staff. Full training has been given to all staff using the guidance documents and all staff are clear on the procedures for collecting, administering and reporting on the tests.

1. Hazards identified	2. Persons at risk	3.Control measures PHASE 1 PHASE 2 PHASE 3	Communication – with who? when? how?	4.Further action required (if any) / Comments
Tests have damaged packaging, lost LFD tests, misread lot numbers, damaged tests. Staff do not report their result to appropriate bodies or their test is void.	All eligible individuals for testing.	1. Have all tests been externally visually checked for damage / signs of opening? 2. Is a system in place where lot numbers are accurately recorded against each test collected? 3. What procedure is in place should a member of staff fail to report a test result or their test results are void?	Tests to be checked before handing over to individual members of staff before being logged on the school system as being collected. Staff are made aware that if kits are damaged in transit that they must be thoroughly checked for damage and returned if they are unusable. This will be logged and each test then disposed of and a new one distributed and logged accordingly. All staff are briefed on the test collection, administration and reporting arrangements and a training session has been delivered via Teams. Any staff who get a void result will be asked to do another one and report accordingly to the government and via schools Forms service. If this second test is also void – they should self-isolate and take a PCR test as per the guidance documents. If a member of staff fails to report a result, but has opted in to testing, they will be contacted and asked to submit it. If this is not forthcoming, they will be asked to re-do the test and submit.	Staff are given the how-to guide and the how to do a rapid covid-19 self-test information from the guidance documents. Tests will be replenished and redistributed when stocks are low. Training will involve the rationale behind testing and staff will be clear that testing is voluntary and opt-in only.
Potential risk posed by extraction solution or swabs in test kit. User suffers allergic reaction to an element of the test kit. Solution contains Na2HPO4 (disodium hydrogen phosphate), NaH2PO4 (sodium phosphate monobasic) and NaCl (Sodium Chloride)	Individual taking test / others in home environment	1. Have staff been informed of what is in the test kit? 2. Do staff know the procedure in the event of an allergic reaction to elements of the test kit? 3. Are staff aware what to do if part of the test kit causes a non-allergenic emergency or health risk? 4. Are staff aware of how to dispose of the used tests properly?	All staff informed of the extraction solution and advised it is sent in a sealed vial and any spillages are to be cleaned up at home. There are no hazards expected with the solution as there are no hazard labels. This is the case for exposure to: eye, skin, inhalation, ingestion, chronic toxicity, reproductive and developmental toxicity, carcinogenicity, and medical conditions aggravated by exposure. If severe allergic reaction occurs or other medical emergency when self-testing, then staff are instructed to phone 999 immediately. In case of milder reaction staff instructed to contact 111 and seek medical advice. Any reaction is to be reported to the school covid testing coordinator and the 'yellow card' system followed. Staff instructed to follow procedures on the instructions provided by manufacturer to mitigate against inhalation, skin contact or ingestion of these chemicals. Staff instructed to report any incident to school covid coordinator as soon as possible.	Staff are advised to wipe surfaces which the solution has been spilt on and dispose of cleaning material in line with the guidance documents waste disposal procedures Staff to be instructed to store test kits according to guidance. Staff should not use the solution if it has expired and it should never be reused. Staff advised to adhere to the how to do a rapid covid-19 self-test document.