

## COVID Risk Assessment – All Year Groups & Barrow Extra – May 2021

<b>Date of assessment:</b>	20 <sup>th</sup> May 2021	<b>Assessed by (job title / name):</b>	Helen Ashe - Headteacher
<b>Local reference number:</b>	124690	<b>Other people involved with this assessment:</b>	Lucy Smith – DHT Nadine Fairweather – DHT Joanne Woodland - AHT
<b>Name and address of school:</b>	Barrow CEVC Primary School Colethorpe Lane Barrow IP29 5AU	<b>Reason for assessment:</b>	The Government guidance has changed and England is currently in Stage 3 of the <a href="#">Roadmap</a> . COVID-19 is still a risk to the population if relevant control measures are not followed.
<b>Identification of those at risk:</b>	<ul style="list-style-type: none"> <li>▪ Pupils</li> <li>▪ Their family groups</li> <li>▪ Staff</li> <li>▪ Their family groups</li> <li>▪ Contractors and essential visitors</li> <li>▪ Their family groups</li> </ul>		
<b>Harm which could occur:</b>	<p><b>Catching or spreading the COVID-19 virus. Update – May 2021</b></p> <p>This is a virus which has had serious effects globally. It has had the potential to debilitate those who have caught it and can cause immense distress both physically and mentally. The UK has suffered COVID-related fatality rates of over 151,000 to date.</p> <p>Infection may happen through contact with someone with a confirmed case of COVID-19, or potentially through touching a contaminated surface. Some people who have been notified by a Public Health Agency / NHS test and trace that due to previous contact with a diagnosed case could be open to exposure. Those people are encouraged to be tested as soon as reasonably practical. Categories of people who are especially at risk from infection are described in the Government’s published guidelines and some individuals may still be shielding or self-isolating.</p> <p><b>ALL personnel should consistently adhere to the current national social distancing rules. Whilst England is entering Stage 3 of the Roadmap and restrictions are easing, secondary schools are still being strongly encouraged in the use of face coverings where social distancing is either difficult or impossible. Headteachers may still wish to request that visitors and parents continue to wear coverings as well.</b></p>		
<b>Headteacher name and signature:</b>	Helen Ashe		
<b>Chair of Governors name and signature:</b>	Sarah Wightman		

<b>Identify Hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>High number of contacts between pupils/pupils and staff during school day</b> - resulting in direct and indirect transmission	
<b>Control Measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<p>1. Pupils in all year groups will be in year group ‘Bubbles’. Interactions between Bubble groups will be minimised as much as possible, including having separate areas/zones for breaks/lunchtimes, and different year group entries and exits into the classroom areas, where possible.</p> <p><b>BUBBLES:</b></p> <ul style="list-style-type: none"> <li>• Children: The majority of the school day will be in class bubbles including playtime and lunchtime. Children who struggle to maintain the bubble at lunchtime will be asked to go home for lunch. Barrow Extra provision will be in Phase Bubbles with a maximum of 15 children, wherever possible. Enrichment activities (clubs etc.) will be in Year Group, or Key Stage Bubbles, with controlled numbers of pupils in each group. Staff will record who is within each class bubble, for track and trace purposes.</li> <li>• Staff: The majority of the school day will be in class bubbles. There may, however, be instances where this is not possible e.g. TA working across EYFS and Year 2, PPA cover, interventions.</li> </ul> <p>2. Whole school assemblies will not take place routinely. However, these can be held using Google Classroom. Class assemblies will be held within classrooms.</p> <p>3. Pupils are reminded to adhere to social distancing guidelines wherever it is reasonably practically possible within their bubbles. This will be communicated before returning to school, with frequent reminders once school resumes. Staff also to be informed to try to social distance from pupils wherever possible and to minimise time spent within 1m+ of anyone, for periods of time longer than 15 minutes. It is widely recognised that younger pupils will have a limited understanding of social distancing and pupils in EYFS will not be expected to socially distance.</p> <p>4. SEN support of pupils will be consistent, as practical.</p> <p>5. Ensure enrichment activities are Year Group/Key Stage ‘Bubble’ focused as much as possible.</p> <p>6. Review school timetable thoroughly over the first few days of school to see if further amendments are needed and implement these swiftly if required.</p> <p>7. Corridor areas will be managed carefully, to avoid mixing between year group ‘Bubbles’.</p> <p>8. Volunteers, supply staff and other temporary workers can move between buildings, but the school will minimise the number of visitors to the school, where possible. Where it is necessary to use supply staff and to welcome visitors to the school, such as peripatetic teachers, those individuals will be expected to comply with the school’s arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such as sports coaches, and those engaged to deliver before and after school clubs.</p>	

<b>Identify Hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Lack of social distancing in the classroom</b> - resulting in direct transmission of the virus	

Control Measures	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
	<ol style="list-style-type: none"> <li>1. Adaptations will be made to the classroom, to support distancing where possible. That will include seating pupils side by side and facing forwards, rather than face to face or side on.</li> <li>2. Remove excess furniture to increase space. Site manager to assist teaching staff with this.</li> <li>3. Consider alternatives to individual trays, in a single unit.</li> <li>4. Year 2 – year 5 set format of furniture to be followed – desks facing the front.</li> <li>5. Set seating plan so children have their desk which is the same every day.</li> <li>6. Pupils to have hand sanitised/washed hands before entering the classroom, for all sessions.</li> <li>7. Handwashing stations provided and sign posted in classrooms.</li> <li>8. Children to remain at desks, wherever possible, during the school day (Y2 – Y5).</li> <li>9. Class Rules/Charter created for, and with, the children – in accordance with age and understanding (Include instructions how to line up (1 metre+ away), use of toilet, moving around the classroom and school). Charter re-visited and modelled many times a day and linked to school reward system – lots of recognition of adherence to policy, through merits.</li> <li>10. Lessons planned for individual work or paired work (not group work, where possible).</li> <li>11. Where possible staff, to be at front or side or back of room (with 2m gap between self and pupils).</li> <li>12. Conversation in the classroom from adult height, where appropriate.</li> <li>13. Feedback – using large whiteboard and visualiser (if available) and interactive whiteboard, rather than close interaction.</li> <li>14. If close feedback or communication needed, this should be side to side and not facing the child.</li> <li>15. PPE Face Shield to be used by staff if they wish.</li> <li>16. Coats kept on pegs – children sent in small groups to hang up and collect coats and will be supervised when not in the classroom.</li> <li>17. Children stay in their classroom for the majority of the time.</li> <li>18. When the class are required to move to another part of the school for any reason, they must be supervised, at all times.</li> <li>19. When moving around – children move in small groups and are managed by the teacher (to carpet, and to tables, etc).</li> <li>20. Sitting on the carpet needs to be as spread out as possible (some could sit at desks)</li> <li>21. Water bottle on desks or under desk to remove need of children moving around classrooms</li> <li>22. Ensure good ventilation in each classroom all day (windows or doors open) *Fire Doors must remain closed, where possible. If opened to ensure ventilation (whilst room in use), the adult supervising MUST close the door upon exiting the room.</li> <li>23. Ensure 2 metre clear access to all exits for classrooms, where possible.</li> <li>24. PE outside, wherever possible, and then reviewed as necessary re use of hall.</li> <li>25. Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</li> <li>26. We have reviewed our behaviour policies with any new rules included. We will communicate these clearly and consistently to staff, students, and parents or carers with clear and reasonable expectation of student behaviour set out.</li> <li>27. We note there may be additional risks of infection where students sing, shout or play wind and brass instruments even when people are at a distance. We therefore follow the current Government guidance to mitigate this risk, to include limiting group sizes, positioning students back to back or side to side and ensuring good ventilation. We understand this is not an exhaustive list of potential controls.</li> </ol>

Identify Hazard	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards

<b>Lack of social distancing using toilets and poor hygiene</b> - resulting in direct and indirect transmission of the virus.	
<b>Control Measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. Allocated toilets for different groups of children – see separate toilet plan. Toilet provision to include Barrow Extra bubbles.</li> <li>2. Regular cleaning of toilets to be undertaken and checked for replenishment, throughout the school day. Toilets to be cleaned by Barrow Extra staff at the end of the school day.</li> <li>3. Children instructed – if cubicles are in use – to wait outside..</li> <li>4. Hand sanitiser used after toilet use, as well as washing hands.</li> <li>5. Extra signs in toilet re washing hands.</li> <li>6. Wedges for the toilet external toilet doors, if not fire doors.</li> <li>7. Extra soap ordered to ensure we do not run out.</li> </ol>	

<b>Identify Hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Lack of social distancing when entering the school site and classrooms in morning/leave at the end of the school day</b> - resulting in direct transmission of the virus	
<b>Control Measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. Staggered start and finish times for all year groups. Allocated entry and exit points for different year groups – see separate guidance.</li> <li>2. Markers will be placed (where appropriate) outside the entrances, for the children and parents to wait – 1 metre apart.</li> <li>3. Face coverings optional for adults and children when waiting, and around the school site – removal on entry and placed in a lidded bin (one in each class) – if reusable, the mask should be given to the parent to take home or stored in a suitable, sealed container.</li> <li>4. Separate face coverings can be used (if desired) in school.</li> <li>5. Instructions shared re social distancing between families in the morning with parents and children.</li> <li>6. Hand sanitiser station at the entrances to the school, with clear signage.</li> <li>7. Signage for parents and children displayed outside, in prominent areas.</li> <li>8. No parents to enter the school building; only one parent to bring child to the school building, if necessary.</li> <li>9. SLT and other staff to be on duty/visible, each morning, to supervise</li> <li>10. Strict timings adhered to, for drop-off and collection of children.</li> <li>11. Site manager to be on duty to supervise parking and crossing.</li> <li>12. Barrow Extra – R/KS1 - pupils to be dropped off and collected at the entrance to the hall KS2 – pupils to be dropped off and collected at the old Year 3 classroom door. All pupils will then be signed in within their allocated Key Stage ‘Bubbles’. BEX Staff on duty to walk pupils back to classrooms for the start of the school day.</li> <li>13. All entrances to school will be staffed from 8.40am. Any pupils arriving at school after 9.20am should enter through the main reception door, where they will be signed in and accompanied to their classroom, as necessary.</li> </ol>	

<b>Identify Hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Lack of social distancing during playtimes and lunchtimes</b> - resulting in direct transmission of the virus	
<b>Control Measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. Separate allocated playground/field areas for year group Bubbles – see lunchtime and playtime arrangements document</li> <li>2. Use of separate external doors, where possible, to alleviate volume of children entering/leaving each building.</li> <li>3. Staff supervision when moving to and from the playground.</li> <li>4. Reduced playtime equipment – hard surfaces and can be easily cleaned - allocated play equipment per year group, on a rota basis.</li> <li>5. Trim-trail to be used, with a clear rota.</li> <li>6. Games discussed and modelled, which encourage social distancing</li> <li>7. Staff supervision throughout – year group staff not to mix and ensure social distancing between each other.</li> <li>9. Children practise lining up, at the end of playtime/lunchtime, with at least 1m+ gap – modelled by staff.</li> </ol>	

<b>Identify Hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Lack of social distancing when eating lunch</b> - resulting in direct transmission of the virus	
<b>Control Measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. Lunches to be delivered to and eaten in classrooms (or in zoned area outside weather permitting). The hall will not be used for the time being.</li> <li>2. Tables to be cleaned before lunches are eaten by bubble staff and afterwards by MDSAs.</li> <li>3. Doors and windows to be open, where possible, to increase ventilation.</li> <li>4. MDAs allocated to year groups for supervision.</li> <li>5. Wet lunch plan constructed, agreed and shared with all staff – bubbles to remain in classrooms.</li> </ol>	

<b>Identify Hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Lack of social distancing in the corridors/cloakroom areas</b> - resulting in direct transmission of the virus	
<b>Control Measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. Children staying in their classroom as much as possible, and the class teacher controlling the number of pupils leaving at any one time and limiting movement as much as possible.</li> <li>2. Classes accessing the outside areas from classroom door, where it is possible to do so.</li> </ol>	

3. One-way systems and distancing tape in place in all school corridors.
4. Messages to school office via staff only
5. Agree instructions with children concerning going and returning to toilet.
6. Only one pupil leaving the classroom to go to the toilet, except in emergencies.
7. When moving class around the school – 1 metre+ between children, where possible  
– one adult at back insisting the distance is maintained – regular practise of this in the first few days – Staff keeping at least one metre+ away from children (2m+ where practicable).
8. Alcove areas/corridors cleared, where possible, to allow for passing areas and enable distancing.
9. Class teachers to limit the number of pupils in cloakroom areas at any time. Expectations and protocols for cloakrooms to be shared with pupils, and daily reminders given.

<b>Identify Hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Contact of shared resources</b> - resulting in indirect transmission of the virus	
<b>Control Measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. Children have own stationery packs from Year 2 – 6. EYFS/Y1 to have own separate resources, where possible/appropriate.</li> <li>2. Children will not be allowed to bring in equipment from home</li> <li>3. Children will bring book bags into classrooms, but coats and other bags will remain on pegs.</li> <li>4. Tubs of resources for pairs if needed – maths cubes, etc.</li> <li>5. I pads and laptops will be cleaned (by bubble staff) after each use.</li> <li>6. Shared maths &amp; science resources when used will be kept by the teacher(s) and a system will be established to clean these at the end of each day.</li> <li>7. The book stock will continue to be used but there will be protocols to ensure books are taken and returned safely.</li> <li>8. Resources thoroughly cleaned/disinfected each night and left to dry, if not same person using them the next day.</li> <li>9. Tables, door handles, and other high-touch surfaces cleaned and disinfected throughout the day and every night.</li> <li>10. Lessons planned so resources are individual or paired, and not shared more widely, where possible.</li> <li>11. Children allocated a white board and have on their desk.</li> <li>12. Resources on tables ready for lesson and not distributed within the lesson</li> <li>13. Children encouraged to wash hands/use hand-sanitiser before lessons, and after each lesson.</li> <li>14. Resources left on front tables for cleaning – if shared within the day.</li> <li>16. All surfaces left clear at end of the day.</li> <li>17. Minimise any marking of books, by the class teacher.</li> <li>18. Antibacterial wipes/spray and hand sanitiser gel will be placed in each classroom and near each photocopier.</li> </ol>	

<b>Identify Hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Emotional wellbeing of the children</b>	

<b>Control Measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. Remote transition held for all classes, including confirmed new pupils.</li> <li>2. Child-friendly, transitional communication to be sent home before the start of the Autumn Term, to prepare the children for their adapted environment.</li> <li>3. Phased transition first two week to support children’s mental health and build relationships with adults in their classrooms.</li> <li>4. Additional support available for children who are distressed or require more individualised support through Pastoral Team. Reminder to parents before start of Autumn Term.</li> <li>5. Individual risk assessments for children to be completed, if felt appropriate.</li> <li>6. Parent to teacher transition form to be considered, for parents to share concerns with new teacher.</li> <li>7. Google Meet transition meetings held between staff to ensure all relevant information was shared.</li> <li>8. Staff to utilise SMSC/Outdoor Learning and return curriculum opportunities, in order to support children’s well-being – slowly increasing the cognitive load.</li> <li>9. Enrichment choices to be reviewed by class teachers, to ensure that pupils are able to benefit from a range of activities, alongside a variety of peers.</li> </ol>	

<b>Identify Hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Emotional wellbeing of the staff</b>	
<b>Control Measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. Inclusion in risk assessment process – input into hazard identification and control measures.</li> <li>2. Coaching/support for any staff who requests it – SLT, with coaching experience, to deliver.</li> <li>3. Relevant information and support made available to all staff.</li> <li>4. Remote staff meetings, prior to and during opening period – to discuss concerns and shared control measures.</li> <li>5. One training/acclimatisation day for all staff, prior to the pupils returning to school.</li> <li>7. Performance management meetings to provide a safe 1:1 space for staff to share any additional concerns/anxieties in Autumn Term.</li> <li>8. Sharing of appropriate support helplines.</li> <li>10. The Employee’s Assistant Programme provides a free helpline for school staff and targeted support for mental health and wellbeing.</li> <li>11. SLT available each day for staff to share any concerns with.</li> <li>13. Risk assessments reviewed after day one, week one and fortnightly after that – or, when new guidance is issued. This remains flexible, according to need.</li> <li>15. Rota for staffroom use, if required. Staff reminded of the need to adhere to 1m+ social distancing, where possible. Optional use of face masks in this area.</li> <li>16. Planned time for planning and preparation within the week, with appropriate work spaces within which to complete this.</li> <li>17. PPE - Face Shields made available for all staff.</li> <li>18. Extremely vulnerable/Vulnerable staff need to be instructed to carry out strict social distancing between themselves and pupils (2m+ distance from others). Where this is not possible, staff member to avoid close face to face contact and minimise time spent within 1m+ of others. Discussion with SLT about PPE provision required. Individual staff risk assessments to be completed where appropriate.</li> </ol>	

19. Staff who are higher-risk will be offered where ever possible; working from home (in accordance with role), in-school remote learning, changes to classrooms.

*\* Note the current Government guidance states:*

*Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education.*

<b>Identify Hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Risk of spreading virus due to close contact with children</b> – resulting in direct transmission of the virus	
<b>Control Measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> <li>• where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</li> <li>• where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</li> </ul> <ol style="list-style-type: none"> <li>1. Face shields will be provided, if staff member wishes to use this</li> <li>2. Extra disposable aprons ordered</li> <li>3. Extra gloves ordered</li> <li>4. Extra hand sanitiser/soap ordered.</li> <li>5. Extra disposable hand towels ordered.</li> <li>6. PPE will be stored appropriately, and all staff made aware of storage points.</li> <li>7. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way which places themselves, other pupils or staff at risk.</li> <li>8. If staff wish to wear a face covering for general use in school, these should be clean and changed regularly, as required by current guidance.</li> <li>9. Children to be allowed to wear face covering, at parents’ discretion, with a clear understanding that staff in school cannot be responsible for the child wearing the face covering properly, or at all. Staff will not replace children’s face coverings, should they choose to remove them.</li> <li>10. Personal care – PPE (mask, face shield, gloves and apron) available in packs for any necessary close contact.</li> <li>11. Training in the correct use of PPE to be delivered to all staff in September training.</li> <li>12. Updated First aid policy to be followed where necessary.</li> <li>13. Administering lower-level first aid to be carried out by trained staff. This should be completed side to side, using verbal instructions if possible. Gloves to be worn, at all times, and consider use of face shield and mask, where appropriate.</li> <li>14. If child has symptoms of Covid-19 – Agreed school medical protocols must be followed.</li> </ol> <p><i>* Note the current Government guidance states:</i></p> <p><i>Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be</i></p>	

*negative effects on communication and thus education.*

<b>Identify Hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Risk of spreading virus due to poor hygiene</b> - resulting in indirect transmission of the virus	
<b>Control Measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. Hand sanitiser dispenser at school entrance.</li> <li>2. Hand sanitiser outside/inside of all classrooms.</li> <li>3. Hand sanitiser order in large quantities.</li> <li>4. Extra soap dispensers and re-fills in each classroom.</li> <li>5. Extra tissues available in all classrooms.</li> <li>6. Active promotion of 'Catch it, bin it, kill it' protocol, also signs in classrooms and around the school.</li> <li>7. Lidded bins in all classrooms; regularly emptied and cleaned.</li> <li>8. Children handwash on entry to school, at the end of each lesson, before break, after break, before lunch, after lunch, leaving school, using the toilet, and any time they cough or sneeze.</li> <li>9. Hand sanitiser will be used before and on return from all areas outside of classrooms.</li> <li>10. Washing hands posters replaced in all washing areas.</li> <li>11. Explicit lessons and daily reminders about how to wash hands properly – videos and posters shared frequently.</li> <li>12. Procedure agreed for children to wash hands, so thorough hand washing is encouraged.</li> <li>13. Extra individual hand towels available for pupils to use after hand washing.</li> <li>14. Regular cleaning carried out, throughout the school day.</li> </ol>	

<b>Identify Hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Risk of infection due to insufficient cleaning</b> - resulting in indirect transmission of the virus	
<b>Control Measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. School to have a deep clean carried out, prior to staff and pupils returning.</li> <li>2. Cleaning staff in school at lunchtime for contact point cleaning and toilets.</li> <li>3. Cleaning staff informed about all areas that need cleaning</li> <li>4. All surfaces, handles, toilets and shared equipment will be cleaned regularly, each day, using appropriate cleaning materials.</li> <li>5. PPE will be worn by all cleaning staff, as appropriate.</li> <li>6. Resources which require cleaning will be minimised and clearly identified for cleaning (e.g. left on front desks each day).</li> <li>7. Resources will be rotated and left to de-contaminate after cleaning to reduce the risk of indirect transmission, as required.</li> <li>8. Soft furnishings and soft/cloth toys will be removed from use in classrooms and stored appropriately.</li> <li>9. Anti-bac spray in each classroom to be used before and after lunch.</li> <li>10. Displays to be designed to engage children but not encourage touching – so decoration above the children's heads and class doors to be left clear e.g. ceiling hangings within reach etc.</li> </ol>	

11. Regular monitoring of cleaning standards to be undertaken by Bursar and SLT.  
12. Regular auditing of cleaning materials to be undertaken and supplies ordered in advance, to avoid any shortages.

<b>Identify Hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Risk of infection due to incorrect/poor use of PPE (if opted for) by pupils/staff</b> - resulting in indirect transmission of the virus	
<b>Control Measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> <li>• where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</li> <li>• where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</li> </ul> <ol style="list-style-type: none"> <li>1. Update pupils and staff regularly of current guidance about wearing face coverings.</li> <li>2. Inform parents that if pupils wear face coverings travelling into school that these need to be changed (if reusable) and place in a secure place e.g. plastic box/bag in pupil's bags/disposed of (if disposable) in a lidded bin, as they get off the buses/arrive at school.</li> <li>3. If staff wish to wear a face covering for general use in school, these should be clean, and changed regularly.</li> <li>4. Training in the correct use and disposal of PPE to be delivered to all staff in September training for close contact/first-aid.</li> <li>5. Pupils who wear face coverings, do so only at parents' discretion (with a clear understanding that staff in school cannot be responsible for the child wearing the face covering properly, or at all). Staff will not replace pupils' face coverings, should they choose to remove them) Parents will be asked by school to educate their pupils about the proper use of face masks before coming into school.</li> </ol> <p><i>* Note the current Government guidance states: Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education.</i></p>	

<b>Identify Hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Risk of illness of vulnerable staff and family members</b> through direct and indirect transmission of the virus	
<b>Control Measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
Staff who are clinically extremely vulnerable:	

Rates of community transmission of coronavirus (COVID-19) are now reduced to levels below those seen when shielding was introduced. Therefore, the Government advise that those who are clinically extremely vulnerable can return to school in September 2020 provided their school has implemented the system of controls outlined in this document, in line with the school's own workplace risk assessment. In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population, taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home and/or workspace.

Staff who are clinically vulnerable:

Clinically vulnerable staff can return to school in September. While in school they should follow the school's risk assessment, protocols and procedures to minimise the risks of transmission. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. This advises that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.

Staff who are pregnant:

Pregnant women are in the 'clinically vulnerable' category, and are generally advised to follow the above advice, which applies to all staff in schools. The school will conduct a risk assessment for pregnant women in line with the Management of Health and Safety at Work Regulations 1999 (MHSW).

The Royal College of Obstetrics and Gynaecology (RCOG) has published occupational health advice for employers and pregnant women. This document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. Schools and pregnant women are advised to follow this advice and to continue to monitor for future updates to it.

Staff who may otherwise be at increased risk from coronavirus (COVID-19):

Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report. These staff can return to school in September, providing the system of controls set out in DfE guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future.

People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.

1. Those staff members who are clinically extremely vulnerable or living with those that are clinically extremely vulnerable are encouraged to complete a personal risk assessment – based on staff risk assessment. These staff to be responsible for maintaining strict social distancing from other adults (at least 2m+), and as much social distancing from children, as possible.
2. Staff who are higher-risk will be offered where ever possible (in accordance with role); working from home, in-school remote learning, changes to classrooms.
3. Agree that all staff can wear PPE when in school if they wish.

4. Current guidance shared with staff, to inform them of recommendations regarding the use of PPE.
5. Issuing of all relevant risk assessments to staff concerning re-turning to work – and allow them to comment and contribute
6. Discussion with SLT for staff who require this, and update HR accordingly.

<b>Identify Hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Risk of illness of vulnerable children and family members</b> through direct and indirect transmission of the virus	
<b>Control Measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<p>Pupils who are shielding or self-isolating:</p> <p>We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, most pupils will be able to return to school.</p> <p>The school notes however that:</p> <ul style="list-style-type: none"> <li>• a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)</li> <li>• shielding advice for all adults and children will pause, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the current advice on shielding</li> <li>• if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore, they may be temporarily absent (see below).</li> <li>• some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). More advice is available from the Royal College of Paediatrics and Child Health at COVID-19 - 'shielding' guidance for children and young people.</li> </ul> <p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, the school will offer them prompt access to a remote education.</p> <p>Pupils and families who are anxious about return to school:</p> <p>All other pupils must attend school. The school is mindful of the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and we will put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.</p> <p>If parents of pupils with significant risk factors are concerned, the school will arrange to meet and discuss any</p>	

concerns and provide reassurance of the measures we are putting in place to reduce the risk in school.

For any children who are extremely clinically vulnerable or are living with anyone who is extremely clinically vulnerable; any parent, who has concerns, arrangements will be made to have discussion with SLT and an individual risk assessment will be completed if necessary.

<b>Identify Hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Risk of increasing infection from high levels of local COVID in Suffolk community just before/during Autumn Term</b> through direct/indirect transmission	
<b>Control Measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. If advised of Local Increase in infections/Local Lockdown, Headteacher to contact local authority/public health England (Eastern Region) to ask if school action is recommended/required e.g. partial/full closure.</li> <li>2. Consider whether the school should switch to remote learning or a blended learning approach using Google Classroom platform and a rota for attendance.</li> <li>3. Risk Assessment to be revised, in accordance with advice received.</li> </ol>	

<b>Identify Hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Risk of infection of pupils/staff from pupils/staff entering school environment with COVID symptoms or from those showing symptoms during the school day</b> through direct transmission	
<b>Control Measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<p>Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p> <p>Ensuring that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in at least the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19).</p> <p>The school will follow this process and ensure all staff are aware of it:</p> <ul style="list-style-type: none"> <li>• If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’, which sets out that they should self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19).</li> <li>• If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms.</li> <li>• Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</li> </ul>	

- If a child is awaiting collection, they should be moved to the PPA Room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.
- If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible (toilet in kitchen area). The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.
- PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.
- As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.
- Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.
- Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.

Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).

1. Outcome of Covid testing to be shared with school in all cases.
2. Remind parents/staff that if children or staff are feeling unwell, they should not attend school, and should notify school using the agreed absence protocols and procedures.
3. Training in the correct use and disposal of PPE to be delivered to all staff in September training.
4. Medical protocols written in advance for different COVID eventualities, which are shared with staff and parents.
5. Thorough cleaning of all areas where symptomatic staff/pupil has been and appropriate disposal of cleaning materials (double bagged).

The school will engage with the NHS Test and Trace process:

We will ensure that all staff understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. We will ensure that staff members and parents/carers understand that they will need to be ready and willing to:

- book a test if they or their child are displaying symptoms. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit
- provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
- self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19)
- Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website or ordered by telephone via NHS

119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

The school will ask parents and staff to inform them immediately of the results of a test:

- if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.
- if someone tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.

The school will sensitively manage confirmed cases of coronavirus (COVID-19) amongst the school community:

The school will take swift action if they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Initially, the school will contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.

The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:

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

The health protection team will provide definitive advice on who must be sent home. To support them in doing so, the school will keep a record of pupils and staff in each ‘Bubble’ group, and any close contact that takes places between children and staff in different groups. This will be a proportionate recording process. We will not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.

A template letter will be constructed, on the advice of the health protection team, to send to parents and staff if needed. The school will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a

class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and:

- if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first displayed symptoms, following 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'
- Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self- isolation.

The school will follow guidance to contain any outbreak, by following local health protection team advice:

If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.

In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.

In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.

Anyone who has travelled to a non-exempt country will be required to self-isolate when returning to the UK. When you arrive in the UK, you will not be allowed to leave the place where you're staying for the first 14 days you are in the UK (known as 'self-isolating') unless you're arriving from an exempt country. This is because it can take up to 14 days for coronavirus symptoms to appear. Current guidance for self-isolation after travel must be followed at all times.

<b>Identify Hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Risk of increasing infection from undertaking school trips/visit - through direct/indirect transmission</b>	
<b>Control Measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
At present, the DfE continue to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings.	
In the Autumn Term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example,	

workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum.

As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits.

<b>Identify Hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Missing a COVID-19 risk assessment review or not continuing with advised control measures</b>	
<b>Control Measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. We have ensured that we have reviewed and revised our last set of risk assessments with relevance to COVID-19.</li> <li>2. We have acted on any outstanding actions and completed them.</li> <li>3. We continue to practice Government and PHE hygiene advice as written into our previous C19 risk assessments, and will ensure that we actively seek updated guidance.</li> <li>4. We communicate any changes of current practice as a result of any COVID-19 related risk assessment, to staff, students and parents alike.</li> <li>5. We have communicated the findings of all our revised risk assessments, to all staff and offer this to parents and children.</li> <li>6. We have reviewed our child protection policy (DSL) to reflect the return of more students.</li> </ol>	

<b>Identify Hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Administration and the continual knowledge of the risks of catching and spreading the virus</b>	
<b>Control Measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. We regularly review national guidance from PHE, the NHS and the Education related pages on GOV.UK – changes are apparently each day.</li> <li>2. We receive and read Suffolk Headlines and disseminate this to all staff which details further support and information.</li> <li>3. We know where to find Suffolk Schools' health and safety advice on Suffolk Learning</li> <li>4. We are aware of how to get further advice from the Education and Learning team at the LA if required.</li> <li>5. We actively seek guidance from our HR provider as required.</li> <li>6. We have displayed the Public Health 'COVID-19 SECURE' poster in a way that all students, staff and visitors can see it.</li> <li>8. We have laid out structured and robust plans for action should a local outbreak occur and understand that the DfE will be involved in decisions at a local and national level.</li> </ol>	

<b>Identify Hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Catching and spreading the virus whilst maintaining premises management controls with a full complement of staff and students</b>	
<b>Control Measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<p>1. All planned or reactive maintenance is carried out, out of hours wherever possible unless seen as an emergency.</p> <p>2. Contractors will be allowed on site only by appointment and they are required to adhere to all social distancing measures.</p> <p>3. We liaise with contractors to be assured of their own measures of hygiene and control measures in general via their risk assessment.</p> <p>4. We have ensured that we are working together with any lettings and sharing our risk assessments to provide a safe area for everyone.</p> <p>5. The school has ensured that relevant property statutory compliance checks have been completed and records updated.</p> <p>6. Daily and weekly checks have been carried out and we are up to date with all premises checks in all areas of the school.</p> <p>7. The Site Manager refers to our Premises Management Logbook to ensure that all checks are carried out. These include but is not restricted to:</p> <ul style="list-style-type: none"> <li>a) all fire precaution checks as per the Fire Logbook</li> <li>b) safety of gas supplies</li> <li>c) visual checks on electrical services and equipment</li> <li>d) inspection of lifts and lifting equipment</li> <li>e) water temperatures and flushing of systems (Legionella risk)</li> <li>f) ventilation systems</li> <li>g) perimeter fencing</li> <li>h) noting any damage to the fabric of the building</li> </ul> <p>8. External waste bins are still safe from being an arson or climbing risk and can be accessed under social distancing rules.</p> <p>10. We ensure that all internal flip top waste bins in every room and welfare facility are emptied daily and that the bin liners are fully secured before disposing of them.</p> <p>11. Our protocols ensure that all waste from potentially infected persons is doubled bagged and set aside for 72 hours before disposal and that we contact the local authority for advice if we are unsure of which collection service is required.</p> <p>12. We are working with Vertas to ensure that our catering facilities continue to be run in the usual safe way whilst also considering COVID-19 – Government guidance is followed.</p> <p>13. We understand the importance of good ventilation and follow the HSE’s guidance on air conditioning and ventilation.</p>	

<b>Identify Hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
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<b>Control Measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls

<b>OVERALL Level of Risk</b>	Consider level of risk following use of control measures.  HIGHLIGHT the appropriate assessment of risk	
NOT REDUCED THE OVERALL RISK	REDUCED THE OVERALL RISK TO SOME DEGREE	CONSIDERABLY REDUCED THE RISK
<b>Name of Assessor</b>	Helen Ashe - Headteacher	
<b>Date</b>	29 <sup>th</sup> August 2020	
Comments: Risk Assessment reviewed following further release of government guidance on 28 <sup>th</sup> August 2020.		

<b>Risk Assessment Review 1</b>	AFTER DAY ONE
<b>Date:</b>	2 <sup>nd</sup> September 2020
<b>Changes to control measures and/or hazards</b>	
Walkie talkies to be introduced to assist lunchtime and Barrow Extra bubbles with communication. These also to be used for communication between staff at front of school and on playground to ensure a smooth and safe system is in place at pick up and drop off times.	
<b>Who was involved in the review</b>	
Name	Helen Ashe - Headteacher
Signature	
Name	Nadine Fairweather – Deputy HT
Signature	
Name	Lucy Smith – Deputy Headteacher
Signature	

<b>Risk Assessment Review 1</b>	AFTER DAY THREE
<b>Date:</b>	4 <sup>th</sup> September 2020
<b>Changes to control measures and/or hazards</b>	
<ul style="list-style-type: none"> <li>• Information regarding the school's Test &amp; Trace process issued to parents and staff.</li> <li>• Self-isolation and testing document introduced for admin support to track suspected and confirmed cases for reporting to LA.</li> <li>• Increased staff ratios at lunchtime for EYFS children.</li> <li>• Revised while school playtime rota to include EYFS children.</li> <li>• Revised stagger for morning drop off for Year 1 children – moved forward to 9.00-9.10</li> </ul>	
<b>Who was involved in the review</b>	
Name	Helen Ashe - Headteacher
Signature	
Name	Nadine Fairweather –Deputy Headteacher
Signature	
Name	Lucy Smith – Deputy Headteacher
Signature	

<b>Risk Assessment Review 1</b>	AFTER FIRST FULL WEEK
<b>Date:</b>	11 <sup>th</sup> September 2020
<b>Changes to control measures and/or hazards</b>	
<ul style="list-style-type: none"> <li>• Staffroom facility moved to larger free classroom space to support social distancing of adults.</li> <li>• Adults encouraged to wear face masks when entering school site at pick up and drop off times</li> </ul>	
<b>Who was involved in the review</b>	
Name	Helen Ashe- HT
Signature	
Name	Lucy Smith - DHT
Signature	
Name	Nadine Fairweather - DHT
signature	

<b>Risk Assessment Review 1</b>	AFTER SECOND FULL WEEK
<b>Date:</b>	18 <sup>th</sup> September 2020
<b>Changes to control measures and/or hazards</b>	
<ul style="list-style-type: none"> <li>• Adjustments to Reception drop off arrangements.</li> <li>• Planned adjustments to whole school drop off arrangements following completion of building works and opening of additional pedestrian entrance.</li> <li>• Updated information issued to parents on common illnesses and testing</li> </ul>	
<b>Who was involved in the review</b>	
Name	Helen Ashe - Headteacher
Signature	
Name	Lucy Smith – Deputy Headteacher
Signature	

<b>Risk Assessment Review 1</b>	END OF FIRST FULL WEEK OF HALF TERM
<b>Date:</b>	
<b>Changes to control measures and/or hazards</b>	
<b>Who was involved in the review</b>	
Name	Helen Ashe – Headteacher
Signature	
Name	Nadine Fairweather – DHT
Signature	
Name	Lucy Smith – DHT
Signature	

<b>Risk Assessment Review 1</b>	AFTER FIFTH WEEK
<b>Date:</b>	9 <sup>th</sup> October 2020
<b>Changes to control measures and/or hazards</b>	
<ul style="list-style-type: none"> <li>Adjust lunchtime arrangements to ensure all year groups are safely accessing outdoor areas.</li> </ul>	
<b>Who was involved in the review</b>	
Name	Helen Ashe – Headteacher
Signature	
Name	Nadine Fairweather – DHT
Signature	
Name	Lucy Smith – DHT
Signature	

<b>Risk Assessment Review 1</b>	START OF AUTUMN II
<b>Date:</b>	2 <sup>nd</sup> November 2020
<b>Changes to control measures and/or hazards</b>	
<ul style="list-style-type: none"> <li>Adjust lunchtime arrangements to ensure identified year groups have additional MDSA cover</li> </ul>	
<b>Who was involved in the review</b>	
Name	Helen Ashe – Headteacher
Signature	
Name	Nadine Fairweather – DHT
Signature	
Name	Lucy Smith – DHT
Signature	

<b>Risk Assessment Review 1</b>	AUTUMN II - END OF WEEK 3
<b>Date:</b>	19 <sup>TH</sup> November 2020
<b>Changes to control measures and/or hazards</b>	
<ul style="list-style-type: none"> <li>Adjust Reception class pick up and drop off arrangements to incorporate a new one way system on the opposite side of the site now that the boiler upgrade works have been completed. Information communicated to parents and staff.</li> </ul>	
<b>Who was involved in the review</b>	
Name	Helen Ashe – Headteacher
Signature	
Name	Nadine Fairweather – DHT
Signature	
Name	Lucy Smith – DHT
Signature	

<b>Risk Assessment Review 1</b>	SPRING I – START OF TERM
<b>Date:</b>	4 <sup>th</sup> January 2021
<b>Changes to control measures and/or hazards</b>	
<ul style="list-style-type: none"> <li>• Staffing rota in place for KS1/R and KS2 key worker bubbles to support partial closure</li> <li>• Recommendation made to parents for all adults to wear a face covering on the school site.</li> <li>• School staff to wear face coverings at pick up and drop off times.</li> </ul>	
<b>Who was involved in the review</b>	
Name	Helen Ashe – Headteacher
Signature	
Name	Nadine Fairweather – DHT
Signature	
Name	Lucy Smith – DHT
Signature	

<b>Risk Assessment Review 1</b>	SPRING II – START OF TERM
<b>Date:</b>	22 <sup>nd</sup> February 2021
<b>Changes to control measures and/or hazards</b>	
<ul style="list-style-type: none"> <li>• Twice weekly Lateral Flow Device testing programme fully in place for all staff who are regularly in school. Automated mechanism for school and NHS Test and Trace in place via Covid Contact email address.</li> </ul>	
<b>Who was involved in the review</b>	
Name	Helen Ashe – Headteacher
Signature	
Name	Nadine Fairweather – DHT
Signature	
Name	Lucy Smith – DHT
Signature	

<b>Risk Assessment Review 1</b>	SUMMER I – START OF TERM
<b>Date:</b>	12 <sup>th</sup> April 2021
<b>Changes to control measures and/or hazards</b>	
<ul style="list-style-type: none"> <li>Face coverings continue to be worn indoors by adults in communal areas. Continue to strongly advise adults at drop off and pick up to continue to wear a face covering.</li> </ul>	
<b>Who was involved in the review</b>	
Name	Helen Ashe – Headteacher
Signature	
Name	Nadine Fairweather – DHT
Signature	
Name	Lucy Smith – DHT
Signature	

<b>Risk Assessment Review 1</b>	SUMMER I – return of isolating bubbles
<b>Date:</b>	4 <sup>th</sup> May 2021
<b>Changes to control measures and/or hazards</b>	
<ul style="list-style-type: none"> <li>MDSA and Barrow Extra rotas revised to ensure tightening of staff working within and crossing class or after school bubbles.</li> </ul>	
<b>Who was involved in the review</b>	
Name	Helen Ashe – Headteacher
Signature	
Name	Nadine Fairweather – DHT
Signature	
Name	Lucy Smith – DHT
Signature	

<b>Risk Assessment Review 1</b>	SUMMER I – following release of updated DfE guidance (10 <sup>th</sup> May 21)
<b>Date:</b>	13 <sup>th</sup> May 2021
<b>Changes to control measures and/or hazards</b>	
<ul style="list-style-type: none"> <li>Face coverings on site – communication to parents to allow wearing of mask outdoors to be optional from 17<sup>th</sup> May. Continuation of adults wearing face coverings indoors in corridors and areas where there cannot be social distancing until further updates received.</li> </ul>	
<b>Who was involved in the review</b>	
Name	Helen Ashe – Headteacher
Signature	

Name	Nadine Fairweather – DHT
Signature	
Name	Lucy Smith – DHT
Signature	