

School Risk Assessment for the Full Opening of Schools on 8th March 2021 (V2 – 04/03/21)



Activity/Situation	Full Opening of Schools – March 2021							
Location	Ayresome Primary School							
Persons at Risk	Pupils	✓	Employees	✓	Visitors	✓	Contractors	✓
Hazard(s)	1. Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed							
	2. Social Distancing Measures Not Followed During Travel to and from School							
	3. Incomplete Premises Management Checks							
	4. Inadequate Cleaning/Sanitising							
	5. Shared Resources							
	6. Staffing & Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors							
	7. Site User Becoming Unwell							
	8. Site User Developing Symptoms							
	9. Inadequate Hand Washing/Personal Hygiene							
	10. Inadequate Personal Protection & PPE							
	11. Visitors, Contractors & Spread of Coronavirus							
	12. Inadequate Ventilation							
	13. Fire and Intruder Alarms and Emergencies, Including Lockdown							
	14. School Activities							
	15. Mental Health of Pupils and Staff is Adversely Affected							
	16. Lack of Governance Oversight during COVID-19 Crisis Leads to a Failure to Meet Statutory Requirements.							
	17. Educational Provision for Children is Adversely Affected due to the COVID-19 Crisis.							
	18. Violence and Aggression Towards Staff							

This document is meant to be a 'living' document that can be updated when required to reflect changes of guidance of or within the individual setting, as far as it is reasonably practicable to do so. Schools should consult with their workforce and trade union as part of putting measures in place.

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Control Measures	Additional Information	Yes	No	N/A
1. Hazard – Contact between Individuals Not Minimised and Social Distancing Measures Not Followed				
<p>Pupils are organised into consistent groups or 'bubbles' that do not mix. This reduces the risk of transmission by limiting the number of pupils and staff that contact each other, to only those within the group which makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and to keep that number as small as possible. Primary schools may be able to implement groups that are the size of a full class, and if this is possible it is recommended as this will help to reduce the number of people who could be asked to isolate should someone in the group become ill with COVID-19. These arrangements will also help to reduce the risk where staff or children cannot maintain distancing (particularly the younger years; it is accepted that younger children are not able to distance within their group and this is acceptable).</p>	<p>Circumstances need to be assessed and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, schools can look to implement phase or year group sized 'bubbles.'</p> <p>Operational plan attached which outlines all lunchtime arrangements, break duties, PPA cover, outside area spaces as overview. Classes to maintain class bubbles inside and when outside will play out for their allocated time period in a year group space.</p> <p>Organisation of the day ensures that groups do not mix and when bubbles are in the lunch hall there is adequate space to ensure that social distancing and ventilation allows for 2 groups at one time without mixing.</p> <p>Within classes children will be reminded about social distancing between adults and peers and encouraged to sit in spaces.</p> <p>Use of classrooms is organised so that groups are distanced, groups are not in neighbouring classrooms.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Control Measures	Additional Information	Yes	No	N/A
	<p>All staff will be on site as per their normal hours – other than PPA allocated timings in which staff will be allowed to do from home</p> <p>In the dinner hall, children will sit with other children in their bubble but will not sit directly next to each other – they will sit spaced apart. All will sit forward facing. Enhanced cleaning of the dinner hall will take place between different bubble groups.</p>			
<p>Whatever the size of the group, they are kept apart from other groups as much as possible and older children are encouraged to keep their distance within their groups.</p>	<p>See attached operational plan as detailed in 1.1</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Schools keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for activities such as specialist teaching, wraparound care, transport, and outside play.</p>	<p>Schools with the capability to do so should take steps to limit interaction, sharing rooms and social spaces between groups as much as possible.</p> <p>See attached operational plan as detailed in 1.1</p> <p>All additional activities such as specialist teaching have been organised in conjunction with those teachers:</p> <p>Music and French will be delivered remotely</p> <p>PE across bubbles with specialist teachers will be taught outside to avoid mixing of bubbles</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<p>From 8 March, schools will work to resume all before and after-school educational activities and wraparound childcare for pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training.</p> <p>Schools should advise parents that where they are accessing this provision for their children, that they must only be using this, where:</p> <ul style="list-style-type: none"> the provision is being offered as part of the school's educational activities (including catch-up provision) the provision is as part of their child's efforts to obtain a regulated qualification or meet the entry requirements of an education institution. the use of the provision is reasonably necessary to support them to work, seek work, undertake education or training, attend a medical appointment or address a medical need or attend a support group. <p>School works closely with any external wraparound providers which their pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day.</p> <p>Where parents are using external childcare providers or out of school extra-curricular activities for their children, you should also:</p> <ul style="list-style-type: none"> advise them to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible. encourage them to check providers have put in place their own protective measures. send them the link to the guidance for parents and carers. <p>Schools may also continue to open or hire out their premises for use by external wraparound childcare providers, such as after school or holiday clubs, however, schools</p>	<p>See below guidance that schools can consult to advise on the protective measures external providers should put in place for the duration of the national lockdown to ensure they are operating as safely as possible.</p> <p><u>protective measures for holiday or after school clubs and other out of school settings for children during the coronavirus covid 19 outbreak</u></p> <p>Potential challenges to achieving consistent groups may include:</p> <ul style="list-style-type: none"> children attending based on varying booking patterns. Changing/additional bookings due to work and shift patterns the emergence of safeguarding or welfare concerns variance in the ages of children attending. <p>Breakfast club will not initially be in place due to no current demand for it. After school clubs will operate but only with a group of children from same bubble at a given time – after school clubs will commence as organised, week commencing 15th March</p> <p>Staff ratios must be adhered to as well as access to a qualified first aider and DSL.</p>	<p align="center"><input checked="" type="checkbox"/></p>	<p align="center"><input type="checkbox"/></p>	<p align="center"><input type="checkbox"/></p>

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Control Measures	Additional Information	Yes	No	N/A
must ensure that these organisations have considered the relevant government guidance for their sector and have put in place protective measures.	Please describe arrangements here. Alternatively include in a separate operational plan document and attach to this risk assessment or provide a hyperlink.			
The school keeps a record of pupils and staff in each group, and any close contact that takes place between children and staff in different groups.	Schools to ensure that contact information for staff and pupils is up to date. Records to be kept of cross-group interactions (please note the guidance states, 'this should be a proportionate recording process). Schools do 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.'	☒	☐	☐
Siblings may be in different groups.		☒	☐	☐
Teachers and other staff may operate across different classes and phase/year groups to facilitate the delivery of the school timetable. Where staff need to move around school to do this, they should keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. The number of interactions and/or changes are minimised wherever possible.	Sports coaches – discussed and agreed with them. Records kept for ease of contact tracing	☒	☐	☐
<p><u>Interaction with Others</u></p> <p>Adults avoid close face to face contact and limit time spent within 1 metre of anyone. Government guidance states that where possible adults maintain a 2-metre distance from each other and from children. However, Local Public Health advice is to ensure staff remain a 2-metre distance at all times unless needed to maintain safety (e.g., team teach).</p>	<p>- 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)</p> <p>- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes either as a 'one-off' contact or added up together over the day) with an infected individual.</p>	☒	☐	☐

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Control Measures	Additional Information	Yes	No	N/A
	Guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person.			
Within the classroom a distance between people is maintained so far as reasonably practical. Pupils are seated side by side and facing forwards, rather than face to face or side on. Staff will work side on to pupils as opposed to face to face whenever possible. Local Public Health advice is that where numbers allow and it can be accommodated, children should be sat at separate desks.	It is accepted that distancing may not be possible in primary schools	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff consistently model good practice in terms of hygiene and working arrangements. Pupils are reminded that they must not touch their face, eyes, nose, or mouth etc.	Reminders frequently given and all routines re established on 8 th March	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational and care support is provided as normal to pupils who have complex needs or who need close contact care.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consideration given to children with SEN especially where there is a known risk of them requiring Team Teach (physical intervention) strategies and/or biting and spitting other pupils or staff. An individual risk assessment for children in this category will be undertaken and the most appropriate outcome determined that ensures the safety of the child, other pupils, and staff.	School SENDCo to be responsible for ensuring risk assessments for children with SEN are undertaken if necessary. Risk assessments for these individuals updated and in place by Friday 5 th March	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unnecessary furniture has been moved out of classrooms to make more space.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Large gatherings such as assemblies or collective worship with more than one group do not take place.	All delivered remotely	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The timetable and selection of classroom or other learning environment has been used to reduce movement around the school or building.	See attached operational plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Circulation plans have been reviewed and revised to avoid creating busy corridors, entrances and exits. Consideration given to potential pinch points and bottlenecks and a plan devised to manage these. Consideration given to one-way circulation (where feasible), to keep groups apart as they move through the setting where spaces are accessed by corridors. Pupils advised not to hold hands.	Where schools have lifts and/or staircases, arrangements are in place for safe movement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consideration given to staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school.	Staggered start and finish times should not reduce the amount of overall teaching time. See attached operational plan. Soft start and finish times will reduce overall congestion and allow for improved social distancing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drop-off and collection protocols are planned and communicated to parents, to maintain social distancing and minimise adult to adult contact. This includes a plan for managing the movement of people to reduce the likelihood of people congregating. The use of floor markings or other visual aids will be considered to help with this. Parents are encouraged to accompany their child(ren) to and from school to minimise the risk of children mixing outside of their allocated bubble. Single person drop off and collection will also be strongly encouraged with only one adult per family entering the school grounds to minimise the number of people on the school site.	Schools will regularly remind parents of the protocols in relation to pick up and drop off. Signage and usual parent communication channels will be used to inform parents of expectations. See operational guidance and attached letter which will also be translated into key languages present at Ayresome. Frequent reminders will be given to all parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is made clear to parents that they cannot gather at entrance gates or doors or enter the site (unless they have a pre-arranged appointment, which should be conducted safely).	Signage will be used to inform parents of expectations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All parents/carers entering the school premises (and in other congested areas around school premises) wear a face covering in addition to social distancing.	This an extra safeguard to reduce the transmission of the virus. Please note that this	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	does not apply to those who are medically exempt.			
Ensure that you inform those travelling by car that they should wait in their car until the specific drop off time.	This will reduce the amount of people assembling in and around the school grounds and will help with social distancing.	☒	☐	☐
External entrances to classrooms are used where practical.	Each classroom in EY has their own entrance. Each year group in rest of school has own entrance to school – see attached plan	☒	☐	☐
Break times are staggered so that all pupils are not moving around the school at the same time.	See attached operational plan which outlines staggered breaks, lunchtimes and pictorial overview of spacing on yard and green space	☒	☐	☐
Lunch breaks are staggered. Pupils should clean their hands beforehand and enter in their allocated class/phase/year group; groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, alternative arrangements should be made, such as lunch in classrooms.	See attached operational plan which outlines staggered breaks, lunchtimes and pictorial overview of spacing on yard and green space	☒	☐	☐
Numbers of staff using Staff Room are limited or the use of Staff Room is staggered to ensure staff maintain 2 metres distance from each other.	Staff must still have a break of a reasonable length during the school day. The taping off or removal of chairs may be needed to ensure staff cannot sit within 2 metres of each other. Staff room outlined as space with chairs / areas taped off as necessary. All staff have rotaed break of at least 30 minutes.	☒	☐	☐

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Control Measures	Additional Information	Yes	No	N/A
	Space to be used as has maximum capacity outlined on door as per Public Health guidance			
Staff meetings take place remotely where possible. Where this is not possible staff meetings take place in a large well-ventilated room always ensuring 2 metres social distancing.	Virtual staff meetings could take place where staff stay in their classrooms and join the meeting.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For rooms where there is multiple occupancy e.g., staff room or office spaces a notice detailing the maximum number of people allowed in the room at any one time will be placed on the door.	Notices in place	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The number of pupils who use the toilet facilities at any one time are limited where possible to ensure they do not become crowded. Visual aids to illustrate good hygiene practices will be in place at toilets and handwashing/sanitiser facilities and pupils will be made aware of them.	Schools to consider allocating specific toilets to a particular bubble(s) where possible. Enhanced cleaning is in place Y2/3 share toilets Y6 and 2xY5 share Y4 and 2x Y5 share	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Staff undertaking home visits will do so on a case-by-case basis and only,</p> <ol style="list-style-type: none"> 1. if absolutely necessary 2. where an electronic form of communication is not appropriate and, 3. upon consideration of the following; <ul style="list-style-type: none"> ➤ Risk to the pupil ➤ Risk to family ➤ Risk to the member of staff ➤ National guidance on social distancing and hygiene ➤ Statutory responsibilities including safeguarding. <p>Staff contact the family prior to the visit to ascertain whether any member of the household is suffering from symptoms of COVID-19. Where they report no COVID-19 symptoms, no PPE is required but a 2-metre distance will be maintained. Good basic</p>	<p>Extra care should be taken when visiting a child or young person who is extremely clinically vulnerable and at very high risk of severe illness from coronavirus (COVID-19) due to an underlying health condition.</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#staff-visiting-families-in-their-own-homes</p> <p>Staff can only undertake home visits with confirmation from Executive HT or Head of School</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Control Measures	Additional Information	Yes	No	N/A
<p>hygiene - handwashing or sanitiser before and after the visit should be followed and staff advised not to touch their face during the visit.</p> <p>Where it is not possible to ascertain whether any member of the household is suffering symptoms of COVID-19 prior to face-to-face contact, steps will be taken to mitigate risk. These could include;</p> <ul style="list-style-type: none"> • Knocking on the front door or ringing the doorbell and then stepping back to a distance of at least 2 metres. • Taking PPE as a precautionary measure such as face coverings and gloves. 				
2.				
<p>Parents and pupils are encouraged to walk or cycle to their education setting where possible.</p>	<p>Frequent reminders given</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Schools, parents, and pupils following the government guidance on how to travel safely, when planning their travel on public transport.</p>	<p>safer travel guidance for passengers</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Face coverings are always required on public transport for children, over the age of 11.</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Staff should travel individually and refrain from transporting pupils in their own vehicles.</p>	<p>Staff must not car share with anyone outside of their household or support bubble unless the journey is undertaken for an exempt reason such as if car sharing is reasonably necessary as part of your work.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Dedicated pupil transport underpins the system of controls i.e.</p> <ul style="list-style-type: none"> • how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school or if this is not possible, children should be grouped consistently each day. 	<p>Schools should undertake a separate risk assessment if the need for transport arises that demonstrates how the journey will comply with the system of controls.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Control Measures	Additional Information	Yes	No	N/A
<ul style="list-style-type: none"> • Children clean their hands upon boarding and/or disembarking. • additional cleaning of vehicles. • organised queuing and boarding where possible. • Social distancing within vehicles is maximised • the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet. <p>Pupils should not board home to school transport if they, or a member of their household, has had a positive test result or has symptoms of coronavirus (COVID19).</p>				
3. Incomplete Premises Management Checks				
<p>Fire safety management plans should be reviewed and checked in line with operational changes, Schools should check;</p> <ul style="list-style-type: none"> • All fire doors are operational at all times. • Fire alarm systems and emergency lights have been tested and are fully operational. 		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Review of arrangements before full reopening (post national lockdown) for all building-related systems undertaken, focussing on:</p> <ul style="list-style-type: none"> • hot and cold-water systems – legionella checks must be up to date. • Electrical safety checks – any electrical systems that have been stopped and need to be re-started. • gas safety – statutory inspection checks must be up to date. • emergency systems – fire detection testing and maintenance and fire protection systems (sprinklers, smoke control, fire extinguishers etc.) 	<p>Headteachers and site staff should consult with the Trust Estates Manager who has overall responsibility to ensure these have been adequately completed.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Control Measures	Additional Information	Yes	No	N/A
<ul style="list-style-type: none"> • emergency exists and means of escape – ensure fire doors and emergency exit routes should be checked for obstruction. Any changes to escape routes must be communicated and signage updated. • emergency lighting – testing must be up to date. • Lifts – passenger lifts and lifting equipment are compliant and fit for service, although usage should be discouraged wherever possible. • security including access control and intruder alarm systems – checks in place to ensure working as expected. • Ventilation – adequate ventilation is required in all occupied areas. Must be maintained to minimise any risk of airborne transmission. • Heating systems – if isolated, service checks should be undertaken prior to re-starting. • BMS systems – checked to ensure operation is as expected. • Portable appliances – simple user checks should be sufficient to establish the safety of portable appliances where a PAT testing is in place. Use of portable appliances should be considered carefully as they can present a potential risk of transmission via surface contact. • Specialist services – expert advice sought re catering equipment and other specialist services (generators, UPS systems, fume extraction etc.) <p>A separate premises checklist is in place to ensure all systems and checks have been completed.</p>				
4. Inadequate Cleaning and Sanitising				
<p>A cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups is in place. Toilets will need to be cleaned more regularly.</p>	<p>Enhanced cleaning provided in middle of school day (11.30 – 1.30) in addition to cleaning before and after school.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Control Measures	Additional Information	Yes	No	N/A
	Ozone machines purchased for use in different areas of school overnight			
Surfaces that pupils are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters etc. are cleaned more often than normal.	Each classroom to have disposable gloves and disinfectant spray available to clean resources or surfaces after use, or if a pupil or member of staff coughs or sneezes onto a piece of equipment. Access to chemicals is restricted. Disposable gloves to be disposed of correctly. Site supervisor ensures that this is in place in every classroom area and all office spaces along with hand sanitiser (as appropriate) and also antibacterial wipes	☒	☐	☐
Electronic entry systems and other frequently used touch surfaces such as screens/keypads, photocopiers, kettles, taps, fridge doors, chairs etc are regularly sanitised particularly first thing in the morning but also where possible be wiped after each use. Schools should ensure sufficient wipes are available where the main touch points are situated.	Site supervisor ensures that this is in place and frequent checks are made	☒	☐	☐
Bins for tissues and other rubbish are emptied throughout the day. Consideration given to purchasing pedal-activated lidded bins. Bins will have disposable bin liners in them. Normal domestic waste is disposed of in the normal way. Waste generated by someone with symptoms of coronavirus, such as disposable cleaning cloths, tissues and PPE is placed in a plastic rubbish bag and tied when full. This is then put into a second bin bag and tied. This is then put in a suitable and secure place (securely away from children) marked for storage of COVID-19 contaminated waste and left for 72 hours before it is put in the normal waste.	COVID-19 contaminated waste does not require a dedicated clinical waste collection. If pedal-activated bins are not in place, then measures to be put in place to ensure regular sanitising of bin lids throughout the day.	☒	☐	☐

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Control Measures	Additional Information	Yes	No	N/A
<p>Stocks of cleaning chemicals, liquid soap, disposable paper towels, tissues, toilet roll, bin bags etc. regularly checked and additional supplies requested, as necessary.</p> <p>Hand soap, hot water and paper towels are available in every toilet and changing area, and (where possible) in classrooms too.</p>	<p>Site supervisor ensures that this is in place and frequent checks are made</p> <p>Re orders made frequently</p>	☒	☐	☐
<p>Consideration given to how play equipment (including outside play equipment such as climbing frames, trim trails, and sandpits) is used ensuring multiple groups do not use such equipment simultaneously and that it is appropriately and more frequently cleaned between groups of children using it. Children to be reminded to clean their hands after using play equipment.</p>	<p>Enhanced cleaning takes place throughout the day and in EY (Nursery / 2s) resources such as sand / water is changed thoroughly and used by different bubbles of children</p> <p>This would also apply to resources used inside and outside by wraparound care, extra-curricular and any other external providers.</p>	☒	☐	☐
5. Shared Resources				
<p>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</p>	<p>Y2-6 children have their own equipment to use in packs – children should not share resources.</p> <p>Additional cleaning of resources used for continuous provision in Y1 and EYFS is required and in place by staff in year groups.</p> <p>Equipment used for collaborative tasks – not shared across bubbles and good hygiene reminded.</p>	☒	☐	☐

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Classroom based resources, such as books and games, can be used and shared within the bubble; these are cleaned regularly, along with all frequently touched surfaces.	Additional cleaning of resources used for continuous provision in Y1 and EYFS is required by staff in year groups. Equipment used for collaborative tasks – not shared across bubbles and good hygiene reminded.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.	Lego – stored in classrooms after using for 72 hours before being returned to the LEGO suite. Musical instruments or sports equipment stored 72 hours before used by another group or cleaned using anti-bacterial cleaner. PE – classes to have own equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protocols are in place to ensure children can stay well hydrated throughout the day while the risk of cross contamination because of children sharing water bottles is minimised.	Water bottles must be clearly labelled with the child’s name. Expectation around individual use will be shared with all pupils. Bottles washed regularly to ensure they are hygienic	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils can bring essentials such as lunch boxes, hats, coats, books, stationery, bags, and mobile phones (as per school policy) into school, however pupils should be encouraged to limit these as much as possible.	Schools to decide what will be allowed and communicate to parents. Pencil cases discouraged. Packed lunches, coats, hats, etc as required. As per policy, no mobile phones.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Control Measures	Additional Information	Yes	No	N/A
<p>The ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment has been assessed and where cleaning or disinfecting is not possible or practical, resources will be either:</p> <ul style="list-style-type: none"> • restricted to one user • left unused for a period of 48 hours (72 hours for plastics) between use by different individuals. 	<p>Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Rules on hand cleaning, cleaning of the resources and rotation apply to these resources. Consideration given to the management of home reading and homework. It is very difficult to adequately clean books so school may need to isolate these for 48 hours before marking or passing to another person.</p>	<p>Schools may wish to utilise online platforms or sending photocopied materials home. Seesaw will be continued to be used.</p> <p>Reading books are available on line</p> <p>If children are reading books in school they are stored for 48 hours before re-distributing.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Shared water fountains have been switched off. Single-use disposable cups to be used for access to water via water coolers.</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Staff to maintain personal responsibility for their own cups and cutlery and not share these with others. Items must be washed after each use, using disposable roll, and washing up liquid (washing up liquid is usually shared between staff and so hands will need to be washed after handling the bottle) and kept in the staffroom. Alternatively, disposable (and where possible recyclable) cups and cutlery should be considered.</p>	<p>Reminders shared and on sight in staff room</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Devices/ laptops/tablets etc. that are brought from home to school and back again are cleaned at the start and end of the day.</p>	<p>Staff are expected to clean devices brought between home and school</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Control Measures	Additional Information	Yes	No	N/A
6. Staffing and the Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors				
<p>Contact with individuals who are required to self-isolate is minimised by ensuring they do not attend the school</p>	<p>Frequent reminders given via text, social media with use of EMAT for translation services as necessary</p>	☒	☐	☐
<p>Anybody contacted by NHS Test and Trace or local health protection team and told to self-isolate because they have been a close contact of a positive case, has a legal obligation to do so.</p> <p>Pupils, staff and other adults must not come into the school if:</p> <ul style="list-style-type: none"> • they have one or more coronavirus (COVID-19) symptoms • a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms • they are required to quarantine having recently visited countries outside the Common Travel Area • they have had a positive test <p>School to make everyone onsite or visiting aware that they must immediately cease to attend and not attend for at least 10 days from the day after:</p> <ul style="list-style-type: none"> • the start of their symptoms • the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test) 	<p>Testandtraceboro@middlesbrough.gov.uk</p>	☒	☐	☐
<p>The school recognises that if they 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.</p>	<p>Ad Astra schools have been asked to contact their relevant local health protection team for advice, however the DfE helpline can be</p>	☒	☐	☐

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Control Measures	Additional Information	Yes	No	N/A
	contacted if necessary on 0800 046 8687, option 1.			
Where schools are carrying out their own testing regime, they make it clear to staff that a negative test result does not remove the risk of transmission.	In some cases, someone who has tested negative may still have the undetected disease and be infectious. It is therefore essential that everyone continues to follow good hygiene and observe social distancing measures whether or not they have been tested	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where a pupil routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the pupil. Pupils should be able to continue attending both settings.	While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact except when required by specific public health advice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where individuals are self-isolating and are within the definition of vulnerable, school has put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally	You will be able to request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinically extremely vulnerable staff are advised not to attend the workplace.	Staff who are CEV will previously have received a letter from the NHS or their GP telling them this. The shielding guidance is reviewed regularly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Control Measures	Additional Information	Yes	No	N/A
Current Department for Health and Social Care guidance, informed by Public Health England, currently advises that clinically extremely vulnerable individuals should continue to shield even after they have been vaccinated.	This may change as we get further data on the effects of vaccination.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Those living with someone who is clinically extremely vulnerable can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission.	An individual risk assessment will be needed for staff in this category. Advice to be sought from the Trust HR Manager where appropriate. Individual risk assessments will need to be reviewed regularly. All staff reminded to speak to member of SLT to review their risk assessments as needed and RA all complete and on file, reviewed regularly	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnant women are in the 'clinically vulnerable' category. Whilst pregnant women are at no greater risks of catching covid, there is evidence that those in later pregnancy are at greater risk of severe illness if they contract the virus and may give birth pre-term. Therefore, from now on pregnant employees who reach or are already in their 28 th week of pregnancy (or are at any stage and have underlying health conditions) should be treated in the same way as CEV staff and directed to work from home if they are currently attending a workplace. This should happen as soon as possible, and so managers are required to send home any pregnant employees who meet these criteria. A discussion between the employee and Headteacher/Line Manager should take place	School must complete the New and Expectant Mothers risk assessment as well as the Covid Individual risk assessment. These must be reviewed regularly but particularly prior to the 28-week point when risk factors increase. RCOG Q&A covid19 virus infection and pregnancy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Control Measures	Additional Information	Yes	No	N/A
to agree what work will be carried out from home and the monitoring arrangements for this.				
Where it is necessary to use supply staff and 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 as much distance as possible from other staff and pupils. Schools should ensure that all temporary staff have access to the information on the safety arrangements in place and ensure that this is provided as soon as possible after the booking is confirmed.	Consider longer engagement of supply staff to minimise the number of temporary staff entering the school and to secure best value schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. Please describe arrangements for ensuring effective communication with supply staff and peripatetic teachers here. Alternatively include in a separate operational plan document and attach to this risk assessment or provide a hyperlink.	☒	☐	☐
Volunteers may be used to support the work of the school, as would usually be the case	Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible. Any volunteer in school can only attend to work in one bubble	☒	☐	☐
Specialists, therapists, clinicians, support staff for pupils with SEND, supply teachers, peripatetic teachers or other temporary staff, provide interventions as usual and can move between settings.	They should ensure they minimise contact and maintain as much distance as possible from other staff (2 metres from pupils and staff where possible).	☒	☐	☐
Schools are encouraged to maintain their normal uniform policies. They do not need to be cleaned using different methods or more often than usual.	Increased ventilation may make school buildings cooler than usual over the winter months, therefore additional, consideration to be given to suitable indoor items of clothing that can be worn	☒	☐	☐

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Control Measures	Additional Information	Yes	No	N/A
	during the winter period in addition to the current uniform policy. If this is the case, no extra financial pressure should be placed on parents. PSA has additional jumpers, cardigans available for children as required			
If there is a spike or increase in the number of confirmed COVID-19 cases in an individual setting, advice will be sought from Public Health England regarding the implementation of any specific or targeted actions.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Site User Becoming Unwell				
If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be advised not to attend school or, if symptoms develop in school, sent home and advised to follow the guidance which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test, and the next 10 full days. If a member of the household starts to display symptoms while self-isolating, they will need to re-start the 10-day isolation period and book a test.	Schools must ensure that up to date contact information for pupils and staff is in place. If a child is under the care of a social worker, school will contact their social worker to inform them. School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable pupil. stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If a pupil is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the Pupils and with	If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Control Measures	Additional Information	Yes	No	N/A
appropriate adult supervision if required. Ideally, a window should be opened for ventilation if it is safe to do so.	Safeguarding office to be used			
If the pupil needs to go to the toilet while waiting to be collected, they should use a separate toilet if possible. The toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else	Toilet near KS1 AHT / Sarah Blount's office	☒	☐	☐
PPE should be worn by staff caring for the pupil while they await collection if a distance of 2 metres cannot be maintained (such as for a very young pupil or a pupil with complex needs).	See Inadequate Personal Protection & PPE section of this risk assessment - PPE available in Amy Goring's office and Becky Llamas' office	☒	☐	☐
If a pupil displays coronavirus (COVID-19) symptoms, or has a positive test, while at their school they should avoid using public transport and, wherever possible, be collected by a member of their family or household.		☒	☐	☐
In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result.	If this is not possible, alternative arrangements may need to be organised by the school. The local authority may be able to help source a suitable vehicle which would provide appropriate protection for the driver, who must be made aware that the individual has tested positive or is displaying symptoms.	☒	☐	☐
In an emergency, call 999 if the pupil 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 provided close contact care to someone with symptoms, even while wearing PPE, and all other pupils or staff who have been in close contact		☒	☐	☐

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Control Measures	Additional Information	Yes	No	N/A
<p>with that person with symptoms (even if wearing a face covering), do not need to go home to self-isolate unless;</p> <ul style="list-style-type: none"> • they develop symptoms themselves (in which case, they should arrange a test) • If the symptomatic person subsequently tests positive • They are requested to do so by NHS Test & Trace or Public Health England advice service (or Public Health England local health protection team if escalated). • They have tested positive from a LFD test as part of a community or worker programme. 				
<p>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</p>		☒	☐	☐
<p>The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people.</p>	<p>COVID-19: cleaning of non-healthcare settings guidance</p>	☒	☐	☐
<p>When cleaning the affected area, aprons and disposable gloves are worn. Using disposable cloths, paper roll and/or disposable mop heads, the hard surface (e.g., floor, chairs, door handles and sanitary fittings) is cleaned using warm soapy water. The surface is then disinfected with normal disinfectant used in schools, or a normal household disinfectant, with particular attention paid to frequently touched areas such as bathrooms, grab rails and door handles. If there is a visible contamination of bodily fluids, then the person undertaking the cleaning should consider the need for additional PPE to protect the eyes, mouth, and nose. After cleaning is completed, all PPE should be removed properly (see PPE section of this risk assessment), double-bagged, along with the used disposable cloths and mop heads, then stored securely for 72 hours then disposed of in the normal waste (See inadequate cleaning section of this risk assessment). Staff must avoid creating splashes and spray while cleaning. If items cannot be cleaned using detergents or laundered (such as upholstered furniture), then</p>	<p>https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings Guidance states;</p> <ul style="list-style-type: none"> • use either a combined detergent disinfectant solution at a dilution of 1,000 parts per million available chlorine. or • a household detergent followed by disinfection (1000 ppm av.cl.). Follow manufacturer's instructions for dilution, application and contact times for all detergents and disinfectants 	☒	☐	☐

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Control Measures	Additional Information	Yes	No	N/A
steam cleaning should be used. Any items heavily contaminated with bodily fluids that cannot be cleaned by washing should be disposed of.	<p>or</p> <ul style="list-style-type: none"> if an alternative disinfectant is used within the organisation, this should be checked and ensure that it is effective against enveloped viruses. 			
Public areas where a symptomatic individual has passed through and spent minimal time (such as corridors), but which are not visibly contaminated with bodily fluids will be cleaned as normal.		☒	☐	☐
8. Site User Developing Symptoms				
Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to book a test if they are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. 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, if they have symptoms, 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.	The advice service (or PHE local health protection team if escalated) will provide definitive advice on who must be sent home. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed	☒	☐	☐
School have received an initial supply of 10 home PCR (polymerase chain reaction) test kits and information about how to order to replenish this supply when they are running out.	School should call the Test and Trace helpdesk on 119 if these have not arrived.	☐	☐	☐
School determines how to prioritise the distribution of their PCR test kits to minimise the impact of the virus on the education of their pupils.	<p>The test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere.</p> <p>These kits can be given directly to staff or parents and carers collecting a child who has developed</p>	☒	☐	☐

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Control Measures	Additional Information	Yes	No	N/A
	symptoms at school. In particular, these tests kits will also help ensure that symptomatic staff can also get a test and if they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19). Further information is provided in our guidance Coronavirus (COVID-19): test kits for schools and FE providers .			
The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines.		☒	☐	☐
Those with symptoms are expected to order a test online or visit a test site to take a lab-based polymerase chain reaction (PCR) test to check if they have the virus.		☒	☐	☐
Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace.		☒	☐	☐
Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19).	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	☒	☐	☐
Parents and staff are asked to inform the school immediately of the results of a test. Where pupils are self-isolating and who are in the definition of vulnerable, it is important schools put systems in place to keep in contact with them, offer pastoral support and check they are able to access educational support.	Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. Where they have one, schools should inform the social worker of vulnerable children. Between the social worker and school, a decision should be made and agreed regarding the best way to maintain	☒	☐	☐

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Control Measures	Additional Information	Yes	No	N/A
	contact and provide support to the vulnerable child.			
If someone with symptoms tests negative for coronavirus (COVID-19), then they need should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact.	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.	☒	☐	☐
Someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period.	This is because they could still develop coronavirus (COVID-19) within the remaining days.	☒	☐	☐
If someone with symptoms 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 continue to self-isolate until their temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days.		☒	☐	☐
Schools send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 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)	☒	☐	☐





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Control Measures	Additional Information	Yes	No	N/A
	<p>- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes, either as a one-off contact or added up together over one day) with an infected individual.</p> <p>- travelling in a small vehicle, like a car, with an infected person</p>			
<p>School must take swift action when they become aware that someone who has attended has tested positive for coronavirus and must contact Public Health England (PHE).</p>	<p>Schools must follow the contact and notification procedure issued by their respective Local Authority Public Health Team. testandtraceboro@middlesbrough.gov.uk</p> <p>If they cannot be contacted and urgent advice is needed, schools can call the DfE Helpline on 0800 046 8687 and select option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Public Health England has good evidence that routinely taking the temperature of pupils by the school is not recommended as this is an unreliable method for identifying coronavirus (COVID-19), so this does not take place.</p>	<p>A thermometer is available in school but this can only be used with confirmation from Executive Head Teacher or Head of School</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Inadequate Handwashing/Personal Hygiene				
<p>Staff/pupils/cleaners/contractors etc. will be reminded to clean their hands regularly, including before they leave home, when they arrive at school, when they return from breaks, when they change rooms, before and after eating, after using the toilet, after PE and sports activities, and after coughing and/or sneezing. Everyone should be reminded not to touch their face (eyes, nose, mouth) with hands that are not clean.</p>	<p>Consideration given to how often pupils and staff will need to wash their hands and time for this is incorporated into timetables or lesson plans. Schools will build these routines into their culture, supported by behaviour expectations to help ensure younger pupils and those with complex needs understand the need to follow them. Staff</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Control Measures	Additional Information	Yes	No	N/A
	working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff. Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands and this has been considered. Help to be given to pupils with complex needs to ensure they clean their hands properly.			
Hands are washed with liquid soap & water for a minimum of 20 seconds. Hands must be dried properly to prevent infection and drying out. Hand dryers can be used if necessary, however in the event of an outbreak in school, they must be disabled until a deep clean can be undertaken.	Parents/carers to be advised to use appropriate hand moisturisers offsite due to allergy risk.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has considered whether they have enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly. Hand sanitiser stations are also in place at the school entrance for people to use when entering and leaving the school building. School main entrances are staffed to monitor that all people entering the school building via this route are complying with safe social distancing and hand and respiratory hygiene.	<p>All classrooms have handwashing facilities</p> <p>Most entrances and exits have hand sanitising stations so that children can sanitise hands on entry and exit to the building</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring arrangements are in place to ensure that supplies of liquid soap, handtowels and sanitiser are maintained throughout the day.	<p>Headteachers to ensure this responsibility is allocated to an appropriate person e.g., caretaker and that this person knows and understands the requirements of this responsibility.</p> <p>Cleaning staff ensure adequate supplies are available and additional available from the admin room if required throughout the day</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Control Measures	Additional Information	Yes	No	N/A
	Michael Watson, Jane McGlade and Cleaning Supervisor monitor stocks and ensure that supplies are ordered			
<p>Alcohol based hand cleansers/gels (can only be used if soap and water are not available but is not a substitute for hand washing. Such gels MUST ONLY BE USED UNDER CLOSE SUPERVISION. In normal circumstances pupils should not be using alcohol-based hand cleansers because of the risk of ingestion. Where staff and visitors use their own gel, this must have the same alcohol content as that provided by school.</p>	<p>Skin friendly skin cleaning wipes can be used as an alternative.</p> <p>Trust School advised by Public Health that content of alcohol hand gel being used must be 70%. Staff must check the alcohol content of their own hand gel if they continue to use this. If not 70%, must be replaced with school hand gel.</p>	☒	☐	☐
<p>The ‘catch it, bin it, kill it’ approach is very important and is promoted regularly. Pupils are also reminded that if a tissue is not at hand, then they should sneeze or cough into the crook of their arm. School has embedded the ‘catch it, bin it, kill it’ approach to ensure younger pupils and those with complex needs get this right, and that all pupils understand that this is now part of how the school operates. The e-bug website contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</p>	<p>CATCH IT  <small>Germs spread easily. Always carry tissues and use them to catch your cough or sneeze.</small></p> <p>BIN IT  <small>Germs can live for several hours on tissues. Dispose of your tissue as soon as possible.</small></p> <p>KILL IT  <small>Hands can transfer germs to every surface you touch. Clean your hands as soon as you can.</small></p> <p align="center"></p> <p>Notices are displayed around school and children are reminded of good hygiene.</p>	☒	☐	☐

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Control Measures	Additional Information	Yes	No	N/A
Disposable tissues are available in each room for both staff and pupil use.	Cleaning staff replace and additional available from the admin room	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bins (ideally lidded pedal bins) for tissues are available in each room. See inadequate cleaning section of this risk assessment for rubbish management and disposal.	All classrooms have a lidded bin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk assessments for pupils with complex needs that may struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant, have been updated to support these pupils and the staff working with them.	Risk assessments updated by SENDCos - by 5 th March	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Inadequate Personal Protection and PPE				
Children in Primary schools do not need to wear a face covering.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults (staff and visitors) in school DO wear face coverings in situations where social distancing between adults is not possible	<p>Some individuals are exempt from wearing face coverings. This applies to those who:</p> <ul style="list-style-type: none"> - cannot put on, wear, or remove a face covering because of a physical or mental illness or impairment or disability. - speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate. <p>The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.</p> <p>Staff in school are able to wear face coverings in communal areas of school as</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Control Measures	Additional Information	Yes	No	N/A
	well as when on the door at the start and end of the school day where social distancing is not possible			
Transparent face coverings can also be worn, but only to assist communication with someone who relies on lip reading, clear sound or facial expression to communicate		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Face visors or shields are not routinely worn as an alternative to face coverings but can be worn along with a face covering.	Visors may protect against droplet spread in specific circumstances but are unlikely to be effective in preventing aerosol transmission, and therefore in a school environment are unlikely to offer appropriate protection to the wearer.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School has a process for staff when face coverings are worn within the school and how they should be removed. This also applies if pupils arrive at school wearing a face covering. Instructions are to: <ul style="list-style-type: none"> • not touch the front of the face covering during use or when removing it. • dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin). • place reusable face coverings in a plastic bag they can take home with them. • wash their hands again before heading to their classroom. 	This procedure should be communicated clearly to staff and pupils.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear instructions are provided to staff (and pupils if appropriate) on how to put on, remove, store and dispose of face coverings, to avoid inadvertently increasing the risks of transmission.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Control Measures	Additional Information	Yes	No	N/A
Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully.	Staff may consider bringing a spare face covering to wear if their face covering becomes damp during the day.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, the school has taken steps to have a small contingency supply available to meet such needs.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjustments to be made for pupils with SEND who may arrive at school wearing face covering and who may be distressed if required to remove a face covering against their wishes.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PPE will need to be worn by a member of staff if a pupil becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the pupil is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.	safe working in education, childcare and children's social care	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PPE for coronavirus (COVID-19) is required when performing aerosol generating procedures (AGPs) .	Likely to be specialist settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. Staff required to wear PPE have been instructed on how to put it on and how to remove it carefully to reduce contamination. Also, instructions on how to dispose of it safely has been communicated to all staff. See Inadequate Cleaning section of this risk assessment</p> <p>PPE could include the following;</p> <ul style="list-style-type: none"> • Disposable gloves • Disposable aprons • Disposable fluid-resistant face masks • Eye protection 	<p>See Public Health England Guidance for putting on and taking off PPE for non-aerosol generating procedures;</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/878677/PHE_11606_Putting_on_PPE_062_revised_8_April.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Control Measures	Additional Information	Yes	No	N/A
	e/878678/PHE_11606_Taking_off_PPE_064_revised_8_April.pdf			
Staff are reminded that wearing gloves is not a substitute for thorough handwashing.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Visitors, Contractors and Spread of Coronavirus				
All visits to the school are restricted to those that are absolutely necessary.	Staff must wear a face covering when meeting parents if meeting within the school building.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All visitors and contractors must make pre-arranged appointments, or they will not be allowed on site.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The number of visitors to the school should be limited as much as possible. Consideration will be given to a flexible approach to recruitment interviews, with alternative options to face-to-face interviews offered where possible. Where face-to-face meetings are arranged, schools should make clear to candidates that they must adhere to the system of controls that schools have in place. This includes any requirements for face coverings where social distancing cannot be managed safely.	Decision to be made in conjunction with the Trust HR Manager.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School ensures site guidance on physical distancing and hygiene is explained to visitors and contractors on or before arrival.	Schools will require visitors and contractors to wear a face covering where social distancing cannot be managed safely (unless medical exemptions apply). Visitors only allowed on site if needed for safeguarding of children or would be detrimental	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Control Measures	Additional Information	Yes	No	N/A
	<p>to the education of a child, or if needed for health and safety reason</p> <p>Estates Manager / Site Supervisor to ensure that any arrangements for Contractor to attend site has read risk assessment before they attend.</p>			
Where visits can happen outside of school hours, they are arranged as such.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contractors to attend by agreement only after school have satisfied themselves that it is necessary for the visit to take place at that time and that all required controls are in place to allow the work to continue safely.	Schools should have discussions with key contractors about the school's control measures and ways of working. Statutory premises management checks must take place. If these cannot be undertaken out of hours, then the contractor will be required to work with the Trust Estates Manager and with the permission of the Headteacher to find a suitable safe way of working that does not compromise the safety of all users of the school building (including themselves).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contractors to provide updated risk assessment prior to visit which includes their own controls round infection spread prevention.	Times of visits may need to be adapted to take in to account the ability to maintain appropriate social distancing measures and availability of resources to effectively clean following the visits.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Control Measures	Additional Information	Yes	No	N/A
A record is kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As normal, school engages with their local immunisation providers to provide immunisation programmes on site, ensuring these are delivered in keeping with the school's control measures.	These programmes are essential for children's health and wellbeing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where schools are satisfied that it would be safe to do so, they may choose to open or hire out their premises for use by external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. All lettings not associated with the provision of wraparound care and activities should cease until they are permitted to take place under the government timetable for easing lockdown restrictions.	In doing so, schools should ensure they are considering carefully how such arrangements can operate within their wider protective measures and should also have regard to any other relevant government guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Inadequate Ventilation				
<p>It is important to ensure it is well ventilated and a comfortable teaching environment is maintained. Occupied spaces must always be well ventilated.</p> <p>This can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> • mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply). • Switch air handling units with recirculation to 100% outdoor air where this is not possible, systems are operated as normal. • natural ventilation using outdoor air – opening windows - in cooler weather where the school heating system is activated, windows should be opened just enough to provide constant background ventilation (trickle ventilation rather than fully open) and opened more fully during breaks to purge the air in the space. Internal doors can be propped open, where safe to do so 	<p>Further advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice</p> <p>Fire doors must not be propped open unless they have a self-closing hold open device fitted.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Control Measures	Additional Information	Yes	No	N/A
<p>(bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation, however schools cannot rely solely on the latter – natural air from opening windows should be enabled where it is available.</p> <ul style="list-style-type: none"> natural ventilation – if necessary external opening doors may also be used (provided this does not compromise safeguarding measures and as long as they are not fire doors and where safe to do so). 				
<p>Where possible, occupied room windows should be open. To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> opening high level windows in preference to low level to reduce draughts increasing the ventilation while spaces are unoccupied (e.g., between classes, during break and lunch, when a room is unused) providing flexibility to allow additional, suitable indoor clothing. rearranging furniture where possible to avoid direct draughts. 	<p>Consideration given to only opening every other window instead of all windows when the heating is activated.</p> <p>When heating is activated and windows are on trickle vent, consideration is given to employing desk fans to move any stagnant pockets of air (desk fans are pointed away from people and pointed at walls etc).</p>	☒	☐	☐
<p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces. If school needs to use additional heaters, they only use sealed, oil filled electric heaters.</p>	<p>Electric fan heaters used sparingly due to increased fire and electrical risk.</p>	☒	☐	☐
<p>Keep toilet ventilation in operation as much as possible while building is occupied.</p>		☒	☐	☐
<p align="center">13. Fire and Intruder Alarms and Emergencies, Including Lockdown</p>				
<p>All staff and pupils to undergo a further induction in the fire and emergency routines accident/first aid procedures and lockdown procedures. This may not be the usual routes. Repeat as necessary with new starters (staff/pupils). Social distancing and group separation are not required during emergency evacuation. Re-entry into the school building after a fire alarm drill or genuine activation must only be done so when it is safe</p>	<p>Fire drill to take place week commencing 8th March</p> <p>Fire doors must not be held/propped open unless they have a ‘hold open’ device attached that</p>	☒	☐	☐

School Risk Assessment for the Full Opening of Schools on 8th March 2021 (V2 – 04/03/21)

Control Measures	Additional Information	Yes	No	N/A
and must be organised in a socially distant manner to avoid mixing specific groups of pupils and staff.	<p>automatically closes the fire door upon the activation of the fire bell.</p> <p>Schools to review any children who require a PEEP (Personal Emergency Evacuation Plan) considering potential new routines.</p>			
Ensure that emergency cut-off points for water, gas and electric are clearly marked and known by the senior designated member of staff and that details of emergency contacts for utilities are readily available.		☒	☐	☐
If there is a 24-hour monitoring system in place for alarms (fire &/or security) the monitoring centre will need to be aware of any new emergency out of hours contact details.	This is important if usual emergency out of hours contacts are unwell and unable to attend site if necessary.	☒	☐	☐
14. School Activities				
The school behaviour policy is updated as appropriate and communicated to staff, parents and pupils that explains clear, reasonable, and proportionate expectations of pupil behaviour. Consequences for poor behaviour including sanctions to be set out at the earliest opportunity.	Amendments will be made and full policy will be in place as necessary and circulated to whole staff by Friday 5 th March as necessary	☒	☐	☐
Practical lessons can go ahead if equipment can be cleaned thoroughly or left for sufficient time between groups.	Rotation to allow equipment to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different groups.	☒	☐	☐
All educational visits must be suspended until further notice.	Advice can be taken from NYCC educational visits service if necessary.	☒	☐	☐

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Control Measures	Additional Information	Yes	No	N/A
An assessment of the school's first aid requirements will be reviewed to ensure adequate provision, including the requirements for paediatric first aid. First aid staff will have appropriate PPE available (suggested disposable gloves and aprons) to reduce the likelihood of cross contamination. First aid materials to be disposed of correctly.	Rota ensures that first aiders are available	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cash handling should be minimised as far as possible. However, if this is essential and cannot be avoided, the disposable gloves should be worn. Parents are asked to place any money in an envelope (clearly marked) and then hand in to the school. Staff handling cash or envelopes from parents could use disposable gloves for this purpose, however they must be discarded immediately afterwards and then they must wash their hands for 20 seconds using soap and water (or sanitiser if this is not readily available). When counting money for banking and recording purposes, disposable gloves should be worn and then disposed of correctly after use. Even after using gloves, the user must wash their hands appropriately with soap and water.	ParentPay is in place and no cash on site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measures to handle post and parcel deliveries are in place. Staff should consider wearing disposable gloves when handling these items, and then removing and disposing of them immediately afterwards in the correct way. Staff should be careful not to touch any other object or surface while wearing the gloves. Staff should then wash their hands for 20 seconds with soap and water after removing and disposing of their gloves.	Where possible, external items should be delivered to a designated area and left for a period of time before handling (suggested times are cardboard – 24 hours, plastic packaging - 72 hours) as scientific information suggests that coronaviruses can live on these surfaces for these times. The longer they are left, the lower the risk of contamination. Where this is not possible, then handlers are advised to adhere to strict handwashing procedures after handling.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Mental Health of Pupils and Staff is Adversely Affected				
There are trained staff available to support pupils with mental health issues	A large number are Team Teach trained	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Control Measures	Additional Information	Yes	No	N/A
	HS and KT are trained Counsellors			
There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.		☒	☐	☐
Wellbeing and mental health are discussed in PSHCE lessons for those pupils attending school and those at home. Appropriate methods are used for younger pupils (e.g., stories and games) to help them talk about their feelings. The school has identified pupils where well-being and mental health is a concern and timetabled support is planned in on school's remote learning timetables.	Jigsaw Programme in place to support with PSHCE – one session per week as part of remote learning offer.	☒	☐	☐
Resources and websites are identified and available to support pupils' mental health and wellbeing	Shared via Seesaw and on Facebook/Twitter.	☒	☐	☐
The school has access to trained staff who can deliver bereavement counselling and support. Support is available from other external organisations if necessary.	KT and HS are trained counsellors. CH is trained bereavement counsellor.	☒	☐	☐
Line managers are proactive in discussing wellbeing with staff that they manage, including their workload. Staff are encouraged to be aware of their mental health and wellbeing and to raise any concerns with their line manager.	Regular opportunities are planned for staff to ask for support although support can be requested at any time. Individuals will also be asked if they need support. SLT are available to support. Emotional well-being drop in sessions are planned. Trust have facilities to refer staff if specialist care is required.	☒	☐	☐

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Control Measures	Additional Information	Yes	No	N/A
	To feature in each SLT meeting and Team briefing. Open door policy operated.			
Staff are signposted to useful websites and resources.	Shared as appropriate	☒	☐	☐
Telephone counselling service is available to all staff and/or a confidential referral to the Trust's counselling provider.	Information available from Trust HR Manager.	☒	☐	☐
Staff working from home have regular catch ups with their line manager. They are encouraged to speak regularly to colleagues and to take regular breaks and exercise. Appropriate work plans have been agreed with support provided where necessary.	Teachers are responsible for line managing their teaching assistants. Support can be sought from link AHTs	☒	☐	☐
Mental Health and Wellbeing Policy for staff is in place which has been agreed by Trade Unions.		☒	☐	☐
Trust HR Manager is in post to support Headteachers and Line Managers to help effectively manage mental health and wellbeing issues.		☒	☐	☐
16. Lack of Governance Oversight during COVID-19 Crisis Leads to a Failure to Meet Statutory Requirements.				
The CEO of Ad Astra maintains regular contact with Trustees and Headteachers. Reports are prepared by the CEO and the wider central Trust team to ensure Trustees are well-informed about current issues across all schools. The Trustees also meet virtually on a regular basis. Decision making is facilitated by this forum or via email correspondence.		☒	☐	☐
Virtual Trustee meetings have structured agendas and are minuted to ensure an accurate record of discussions and actions is maintained and to demonstrate that the Trust officers and Headteachers are being held to account for statutory responsibilities.		☒	☐	☐

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Control Measures	Additional Information	Yes	No	N/A
Local Governing Body meetings will take place virtually until further notice. This will be revised considering further government and only when information that dictates face to face meetings are safe to take place.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Educational Provision for Children is Adversely Affected due to the COVID-19 Crisis.				
An ambitious and broad curriculum in all subjects will be taught but existing flexibilities will be used to create time to cover the most important missed content. Priority will be given to the most important components for progression. The Trust Non-Negotiables are highlighted as a priority in reading, writing and maths in the Trust Progression Documents.	Teaching time will be prioritised to address significant gaps in pupils' knowledge.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remote learning plans are in place and published on school websites. They are subject to review in terms of levels of pupil engagement, staff availability (given the balance of face-to-face teaching requirements and the fact that staff may also be affected by COVID and not be able to teach), and feedback/evaluation regarding the effectiveness of the provision.	<p>Consideration given to EEF review on home learning framework which incorporates activate (link to prior learning), explain, practice and reflection opportunities. Procedures are in place to check if a vulnerable child can access remote education support, and support is in place for them to access it (as far as possible) with regular checks to ensure they are doing so. Schools can refer to the two documents - Trust Guidance for Remote Learning and Trust Guidance to Feedback and Engagement.</p> <p style="color: red;">Remote learning plan is available on the school website</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trust hub meetings for identified groups of staff are continuing and are facilitated virtually by the Trust Head of School Improvement and Deputy Lead for School Improvement. These meetings explore CPD opportunities including those for staff in the context of COVID-19, to help staff in supporting their pupils in academic and pastoral development.	Schools can refer to the Trust Hub Overview.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Control Measures	Additional Information	Yes	No	N/A
<p>The curriculum is reviewed, and educational provision incorporates a focused diet on quality first teaching, using targeted tier 2 interventions where appropriate, and strong pastoral and wellbeing support.</p> <p>Half termly or more frequent curriculum coverage reviews are planned in to ensure where gaps in learning have arisen that these are identified, and plans put in place to address these.</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Schools, Local Authorities, health professionals, Regional School Commissioners and other services should work together to ensure children with medical conditions are fully supported including through the use of individual healthcare plans so that they may receive an education in line with their peers.</p>	<p>In some cases, the pupil's medical needs will mean this is not possible and educational support will require flexibility.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Where a pupil routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the pupil. Pupils should be able to continue attending both settings.</p>	<p>While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact except when required by specific public health advice.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18. Violence and Aggression Towards Staff				
<p>Trust Nuisance and Disturbance policy is in place which provides details of procedures to follow when a member of staff experiences violence and/or aggression from parents or other members of the public.</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment?</p> <p>Consultation with staff who have asked individual questions, Phase meetings since announcement re wider re opening, staff meeting taking place 02.03.21, further staff briefing 5th March and opportunity for further drop ins</p>	Yes <input checked="" type="checkbox"/>		No <input type="checkbox"/>	
<p>What is the level of risk for this activity/situation without existing control measures?</p>	High		Medium	Low

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Control Measures		Additional Information		Yes	No	N/A
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Is the risk adequately controlled with existing control measures		Yes <input checked="" type="checkbox"/>		No <input type="checkbox"/>		
Have you identified any further control measures needed to control the risk and recorded them in the action plan?		Yes <input type="checkbox"/>		No <input checked="" type="checkbox"/>		
Action Plan (insert additional rows if required)			To be actioned by			
<i>Further control measures to reduce risks so far as is reasonably practicable</i>		Name	Date			
All individual behaviour / SEND risk assessments to be in place by 5 th march		SENDCOS / Sarah Hart	5 th March			
Update to behaviour policy addendum as appropriate		Becky Llamas linked to Safeguarding First updates	5 th march			
State overall risk level assigned to the task AFTER implementation of control and action plan measures taken as a result of this risk assessment.		High <input type="checkbox"/>		Medium <input checked="" type="checkbox"/>		Low <input type="checkbox"/>
Is such a risk level deemed to be as low as reasonably practical?		Yes <input checked="" type="checkbox"/>		No <input type="checkbox"/>		
Is activity still acceptable with this level of risk?		Yes <input checked="" type="checkbox"/>		No <input type="checkbox"/>		
If no, has this been escalated to senior leadership team/CEO?		Yes <input type="checkbox"/>		No <input type="checkbox"/>		
Assessor(s):	Charlotte Haylock Executive Head Teacher	Signature(s):	C HAYLOCK			
Position(s):						

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Control Measures		Additional Information		Yes	No	N/A
Date:	04.03.21	Review Date:	10.03.21 – AT SLT Meeting following first few days return			
Risk Rating	Action					
High	Urgently review/add controls & monitor, notify H&S Team (if Likely or Highly Likely – stop work, seek competent advice)					
Medium	Review/add controls (as far as reasonably practicable) & monitor					
Low	Monitor control measures					