

School Covid 19 Risk Assessment – March 2021



Name of School	COOMBE BISSETT PRIMARY
Name of Headteacher	MR BASINGER-ADAMS
Assessment completed by	MR BASINGER-ADAMS
Assessment date	2.3.21

This risk assessment template sets out the measures that may be used to maintain a safe environment for all occupants and visitors to the school/setting and to reduce the transmission risk of covid-19 coronavirus as far as is reasonably practicable. Particular attention must be given to those at greatest risk including vulnerable groups, pregnant women, and those with underlying health conditions; and to new staff, vis and pupils who may be unfamiliar with the site.

Use the template to prepare a specific risk assessment for your school/setting. It must be kept under review and updated accordingly.

Useful links:

Government guidance for full opening of schools can be found [here](#)

Government guidance for after school clubs and other out of school settings can be found [here](#)

Right Choice Coronavirus Resources are available [here](#).

Science teaching Coronavirus advice is available from CLEAPSS [here](#)

Design Technology Coronavirus advice is available from CLEAPSS [here](#)

Physical Education Coronavirus advice is available from AfPE [here](#)

Where separate risk assessments are required for specialist situations as set out in the template below, these do not need to be submitted to the local authority but should be available for scrutiny from LA or HSE enforcement officers.

RISK FACTORS	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
Symptomatic or other high-risk personnel attending school site		
	<p>Staff, pupils, contractors and visitors must not attend the school site if they have any of the Covid-19 symptoms as below or are required to be in self-isolation or travel quarantine.</p> <ul style="list-style-type: none"> • a high temperature • a new, continuous cough • a loss of, or change to, your sense of smell or taste 	<p>Parents required to inform the school of symptoms, book a PCR test, and of PCR test results.</p>
1. Maintaining distancing and reducing contact – entrance and exit routes		
<p>Numbers arriving simultaneously on school transport impede the means to distance or reduce contact, and impede effectiveness of staggered start/finish times of school day</p>	<ul style="list-style-type: none"> • Arrange separate ‘holding’ areas for each group to minimise contact (ideally these should be outside if weather permits) • Encourage parents to make other arrangements for travel to/from school other than school transport. • Staff on duty to supervise • Signage at school transport pick up/drop off point 	<ul style="list-style-type: none"> • Signage around the school site. • Advice issued to parents in Pathway Plan 24.2.21 regarding maintaining social distance, staggered times, separate entrances, separate carparks, taxi drop-off/collection • Staff at drop-off on playground each day patrolling 2m compliance
<p>Numbers of parents and children at entrances and exits impede social distancing.</p>	<ul style="list-style-type: none"> • Instructions for parents/carers on distancing rules on site. • Staggered start/finish times for different groups. • Markers on floor for children and parents to wait. Ensure markings do not create slip/trip hazard • Use of different entrances/exits for different groups. • Only one parent/carer to accompany child. • Staff on duty to supervise. • Signage. 	<ul style="list-style-type: none"> • Signage around the school site. • Advice issued to parents in Pathway Plan 24.2.21 regarding maintaining social distance, staggered times, separate entrances, separate carparks • Staff at drop-off on playground each day patrolling 2m compliance
<p>Changes to school routine cause vehicular and pedestrian traffic management issues.</p>	<ul style="list-style-type: none"> • Encourage parents to walk/cycle to school with children. • Stagger drop off / pick up times. • Minimise vehicles on site • Review traffic management risk assessment where changes to start/end of day apply. • Staff on duty to supervise. 	<ul style="list-style-type: none"> • Staggered times • Separate carparks • Headteacher to review weekly

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<p>2. Maintaining distancing and reducing contact – internal areas and play areas</p>		
<p>Pupil numbers and room sizes impede the means to reduce contact</p>	<ul style="list-style-type: none"> • Where practical, arrangements will aim to reduce contact and maximise distancing between pupils and staff; and between staff themselves. • Pupils can reduce contact by being grouped together. For primary schools this is likely to be in class sized groups. For secondary schools this may be in upto year sized groups. • Record the names of pupils in each group, and any close contact that takes places between children and staff in different groups. • Remove excess furniture to safe storage areas to increase space. • Desks to be spaced out as far as possible but do not impede fire escape routes and exits. • All desks to face forward with pupils sat side by side. • Floor markings to illustrate 2m areas around teaching positions. • Children to remain at their desks when in the room. • Children to use the same desk each day. • Lessons planned for individual work as opposed to close group work. • Distancing and reducing contact to be explained to children with regular reminders. • Signage/Posters in each classroom. • Consider the use of school grounds / local environment to extend the range of teaching spaces available • Staff to supervise and enforce measures. • The wearing of any PPE is not considered a necessary control measure except where set out specifically in this risk assessment for first aid or medical attention needs. 	<ul style="list-style-type: none"> • Numbers too large to keep 2m gap in classroom (this is the case in virtually all schools with full return!) • Staff for each class (bubble) will not be able to socially distance from pupils, however, visiting staff (those outside of the bubble such as supply and Headteacher) will make all reasonable efforts to socially distance – unless medical / behaviour incident requires close contact • Each class is a bubble – this will be reviewed for Term 5 when we will consider a KS bubble. Playtimes they are kept in their bubble but a double-bubble will operate – 2 classes at a time outside with a divider keeping them separate • Excess furniture removed • Desks facing forward in KS1 and KS2 classes – this is not appropriate in YR • Floor markings for 2m zone for adults • Children to use the same desk, same personalised resources each day (not YR as this is not appropriate) • Children in Y1 to Y6 to remain at their desks where practicable – personal drinks bottles to be at their table • Planning for individual work rather than group work • Induction reminder about hygiene, reducing contact, keeping distance by teachers on 8th, by

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		<p>Headteacher in hello Zoom sessions during week beginning 1st, and in collective worship,</p> <ul style="list-style-type: none"> • Daily reminders about hygiene, reducing contact by class staff • Behaviour Policy adapted to ensure pupils follow covid-safe behaviours – staff to supervise and enforce at all points • Use of outside space encouraged where possible for lessons – additional resources purchased to enable this • 24.2.21 Pathway Plan informed parents of all approaches in detail • Masks worn by adults moving around the school – but not worn in the class bubble by the class bubble staff • PPE to be worn for 1st Aid
<p>Number of pupils and staff moving around the school impede the means to distance and reduce contact in corridors and other communal spaces</p>	<ul style="list-style-type: none"> • Minimise movements of whole groups and individuals outside of the classroom. • Use of a one-way system around the school. • A ‘walk on the left’ policy if one-way not practicable. • Consider using the pathways around the perimeter of the building to assist with circulation (weather and site layout dependent). • Lane markings on floor and distancing markings in areas where queuing is likely. • Areas not in use to be closed off (not escape routes). • Children to keep coats, bags, lunchboxes etc with them in the classroom (under desks) or in suitable storage area. • Signage. • School assemblies to be completed electronically • Acts of worship and other typically communal events to take place in groups (not whole school) 	<ul style="list-style-type: none"> • Classes in bubbles • Separate toilets for each bubble with clear routes – so children do not need to cross each other • Separate entrances, and routeways to going to playtimes • Class based personal storage • Signage around the school • Electronic collective worship so each class is involved but from their bubble – weekly whole school worship will be held outside with a large distance between each bubble and staggered ‘enter / exit’ so no close contact • Face coverings worn by all adults outside of the classroom

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	<ul style="list-style-type: none"> • Face coverings to be worn by adults in Primary schools in areas where distancing cannot be maintained indoors but outside of the classroom. • Face coverings to be worn by staff and students in Secondary schools where distancing cannot be maintained indoors 	
Number of pupils and size of space impede the means to distance and reduce contact when using toilets	<ul style="list-style-type: none"> • Apply a maximum number of pupils in toilet rule to maintain distancing and reduce contact. • Where practicable avoid different groups using the same facilities at the same time. • Distance markings on floor in queuing area 	<ul style="list-style-type: none"> • Maximum number of children allowed in toilets • Separate toilets for each bubble
Number of pupils and available space impede the means to distance and reduce contact at breaktime and lunchtime	<ul style="list-style-type: none"> • Staggered break and lunch times. • Allocated play areas for each group. • Consider zoning of play areas using markings / cones to reinforce distancing. • Limit use of outdoor play equipment to designated groups at fixed periods • Games which encourage distancing and reduce contact. • Staff supervision to maintain standards. • Catering contractors and other food provision has been subject to specific risk assessment. 	<ul style="list-style-type: none"> • Staggered breaks and lunchtimes – double bubble for Key Stages with dividers on playground and field so classes are outside together but socially distanced • Timetable use of playtrail to allow natural elements overnight to disperse bacteria • Designated play equipment for each class bubble • 2x adult supervision at breaktimes • Catering contractors meet all standards
Number of staff and size of staff rest spaces impede the means to distance and reduce contact	<ul style="list-style-type: none"> • Removal of furniture to create more space. • Removal of communal equipment (mugs etc) • Staggered break times for staff. • Repurpose unused spaces for additional staff rooms. • Staff toilets to enforce 2m distancing. 	<ul style="list-style-type: none"> • Removal of furniture to create more space • Personalised mugs provided • Staggered breaktimes and limit to number of staff in staff room • Anti-bacterial wipes / spray / gloves provided
Other	<ul style="list-style-type: none"> • All teachers and other staff can operate across different groups but must continue to maintain distance from pupils and other staff as much as possible. • Mixing of volunteers across groups should be kept to a minimum, and they should remain two metres from pupils and staff where possible. 	<ul style="list-style-type: none"> • No volunteers in school until review in Term 5 • Staff who cross bubbles (PE, supply, 1st aid, behaviour) maintain distance as much as possible – wearing masks in communal spaces • Peripatetic music provided in Cedar room and all items cleaned down between use

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	<ul style="list-style-type: none"> Schools should work closely with any external wraparound providers which pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same group they are in during the school day. Schools should not host any performances with an audience and follow latest guidance for music, dance and drama (within the main guidance for schools Feb 2021). 	
3. Hygiene and Cleaning	Guidance on cleaning non-healthcare settings	
Cleaning staff levels are insufficient to deliver enhanced cleaning regime.	<ul style="list-style-type: none"> Confirm available cleaning staffing levels before wider opening. Use of contractors or other school staff for additional cleaning. Agree the new cleaning requirements and additional hours for this. PPE to be worn by cleaning staff as dictated by risk assessment. 	<ul style="list-style-type: none"> Yellow provision cleaning in place since Lockdown 1 – this will continue (see contractor for definitions) Staff in school spray down all touchplates regularly throughout the day – playtime / lunchtime PPE worn by cleaning staff when on site in the evenings
Insufficient handwashing and hygiene facilities increase the risk of transmission.	<ul style="list-style-type: none"> Children to handwash on entry to school, before and after each break and lunch, on changing classrooms, leaving school and after using toilet. 	<ul style="list-style-type: none"> Children to handwash on entry to school, before and after each break and lunch, on

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	<ul style="list-style-type: none"> • Ensure supplies of suitable soap. Skin friendly cleaning wipes can be used as an alternative • Extra signage to encourage washing hands. • Ensure help is available for children who cannot clean their hands independently. • Hand gel dispensers at strategic locations around the site to complement handwashing facilities. • Supplies of tissues and lidded bins in each teaching space and classroom. • Promotion of the 'Catch it, Bin it, Kill it' campaign to pupils and staff. 	<p>changing classrooms, leaving school and after using toilet.</p> <ul style="list-style-type: none"> • Soaps suitable – and additional supplies for increased useage • Extra signage to encourage washing hands • Hand gel sanitiser in all classrooms and key entrances • Lidded in bins in all toilets, classroom, other rooms, offices • Promotion of catch-it, bin-it, kill-it campaign to staff and pupils – and daily reminder
Exposure to new hazardous substances (products)	<ul style="list-style-type: none"> • COSHH assessment to be carried out for any new cleaning/sanitising products in use. • Additional cleaning staff to be made aware of the COSHH risk assessments. • Appropriate storage of hazardous substances. • Material data sheets to be made available for new and existing products. 	<ul style="list-style-type: none"> • Cleaning contractors manage COSHH for any new products, and for any new cleaning staff • All items stored in locked cleaning cupboard
4. Site and Buildings		
Visitors/contractors/suppliers on site increase the risk of transmission.	<ul style="list-style-type: none"> • Site visits only by pre-arrangement. • A record of some visitors must be kept for 21 days specific guidance • 2m exclusion zones/markings in Reception areas. • Information/signage for visitors informing them of the infection control procedures. • Deliveries and visits outside of school opening hours where possible. • Provision of hand sanitiser at main school entrance. 	<ul style="list-style-type: none"> • Site visitors only by arrangement • Record of contact visitors kept • 2m exclusion zone identified at reception • Information signage of infection control procedures for visitors • Hand sanitiser in main school entrance • Area for deliveries to be left safely • Adult visitors required to wear face covering

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	<ul style="list-style-type: none"> • Process for the acceptance of deliveries required i.e. area where deliveries can be safely left. • Adult visitors to wear face covering unless exempt. 	
Changes affect normal emergency procedures.	<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 system and emergency lights have been tested and are fully operational. • Review of fire assembly points to accommodate reduced contact and distancing where practicable. • Fire drill practice to train new arrangements. • Other contingency emergency plans to be reviewed including lockdown procedures, major disruption through loss of services, gas leak etc. 	<ul style="list-style-type: none"> • Weekly fire checks of alarms / fire doors / etc • Fire assembly points reviewed to promote distancing • Fire drill practice on 8th and repeated again during Term 4 • Other contingency plans reviewed
Site security is compromised by new arrangements.	<ul style="list-style-type: none"> • Normal security standards will apply and careful consideration given to the balance for security and the need for enhanced ventilation. 	<ul style="list-style-type: none"> • Additional gates / fencing have been installed at Lockdown 1 to ensure security and ventilation
Building checks not taken place	<ul style="list-style-type: none"> • All usual building checks are to be undertaken as normal including flushing of water outlets, schedules of preventative maintenance, portable appliance testing and asbestos monitoring. 	<ul style="list-style-type: none"> • All usual building checks are to be undertaken as normal including flushing of water outlets, schedules of preventative maintenance, portable appliance testing and asbestos monitoring.
Inadequate ventilation increases the risk of transmission of Covid 19	<ul style="list-style-type: none"> • Make use of existing mechanical ventilation systems preferably drawing on fresh air. • Make use of natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). • Opening internal doors can also assist with creating a throughput of air (but not Fire Doors) • Opening external doors may also be used provided security is not unduly compromised 	<ul style="list-style-type: none"> • Windows / doors open for increased ventilation • Opening doors / windows during break to increase ventilation • Internal doors open to allow flow-through

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	<ul style="list-style-type: none"> Additional ventilation via open doors and windows should not occur in unoccupied parts of the site. 	
5. Equipment and furniture		
Shared play equipment increases the risk of transmission.	<ul style="list-style-type: none"> Individual items of play equipment and other shared items used for teaching are to be cleaned between each use by each group. Outdoor equipment should be cleaned more frequently than normal. Resources are rotated or left to de-contaminate for 48 hours (or 72 hours if plastic) if being used by different groups. Resources that are shared between groups, such as sports, art and science equipment should be cleaned frequently and meticulously. 	<ul style="list-style-type: none"> Each class bubble has their own identified play equipment PE / Science / Art / Music shared equipment is cleaned meticulously between use by different bubbles 72hrs rotation between class bubble use of any shared item Playtrail has daily bubble assignment timetable to allow weather to disperse any bacteria
Shared equipment, fittings and resources increase the risk of transmission.	<ul style="list-style-type: none"> Handwashing before and after each lesson. Remove unnecessary items from the classrooms and store elsewhere. Cleaning regime for door handles, press to enter/exit buttons, communal surfaces and touchpoints. Children asked to bring in own stationery or have allocated, named, packs of stationery per child. Resources and surfaces to be cleaned each night. Lessons planned so sharing of resources in minimised. Any crockery/cutlery used must be cleaned thoroughly. 	<ul style="list-style-type: none"> Handwashing before / after any shared item use Unnecessary items removed and stored elsewhere Touchplates / communal surface cleaned playtime / lunchtime by staff in each bubble and end of day by cleaners Lessons planned to minimise sharing in class – but this is not appropriate in Reception classroom – however shared play items in Reception are cleaned in Milton each evening Crockery / cutlery is specifically identified for this school. Contractors clean it and store it separately from other schools cutlery / crockery. Cleaning follows high standards industrial machine use.
Increased manual handling tasks increase the risk of musculoskeletal injuries.	<ul style="list-style-type: none"> Staff must not attempt to move large or heavy items unless they are fit and competent to do so. 	<ul style="list-style-type: none"> Staff must not attempt to move large or heavy items unless they are fit and competent to do so.

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6. Health and Wellbeing		
Inadequate staffing levels create supervision or safeguarding issues.	<ul style="list-style-type: none"> • Carry out an audit of all staff availability and review it regularly. • Introduce a process for staff to inform you if their health situation changes. • If there is a shortage of teachers consider use of suitably qualified TAs to lead a group and maintain ratios. • Use of staff from other schools (by agreement). 	<ul style="list-style-type: none"> • Daily checking of staff availability and appropriate cover put in place • Clear and consistent process for staff informing leadership of health • Use of Learning Support Assistants to cover staffing shortages but ensuring suitable qualifications and appropriate age-related ratios. • Walki-talkies for staff to call for support across bubbles
Vulnerable / Extremely vulnerable children at higher risk of infection.	<ul style="list-style-type: none"> • Parents should follow current medical/government advice if their child is in this category. 	<ul style="list-style-type: none"> • Advice issued to parents to follow current medical/government advice if their child is in this category
Person becomes unwell with Covid-19 symptoms in school	<ul style="list-style-type: none"> • Move to a pre-designated room where person can be isolated, with adult supervision if a child. • Ventilate the room if possible. • PPE should be worn if contact is required. • Inform parent/carer to arrange collection. • Cleaning regime after each usage of the space. • Follow the advice from health protection team 	<ul style="list-style-type: none"> • Playshed designated covid-holding area – lots of ventilation • PPE to be worn by staff monitoring these children • Parents immediately informed and collection required within 30minutes – parents have received this advice on 24.2.21 in Pathway Plan • Health Protection team contacted in all examples for advice
Outbreak of Covid-19 within the school (defined as more than two confirmed cases within a fortnight)	<ul style="list-style-type: none"> • Senior leaders have awareness of the PHE “local outbreak management plan” • Local school management plan is in place and relevant staff have been made aware • Remote education plans in place • Engage fully with NHS Test & Trace. 	<ul style="list-style-type: none"> • Local outbreak guidance from Public health in place and has been issued to all staff • School engage fully with Public Health and NHS Test & Trace • Remote Learning provision in place – details sent to parents on 24.2.21 Pathway Plan
Staff wellbeing affected by the working experience.	<ul style="list-style-type: none"> • Staff risk assessment tool being used to assess those in higher risk groups. 	<ul style="list-style-type: none"> • Staff risk assessment tool used • Staff wellbeing monitored daily by leadership

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	<ul style="list-style-type: none"> • Staff aware of risk assessment process and able to contribute. • Staff meetings and communication. • Defined wellbeing support measures for staff. • Designated staff rest areas. 	<ul style="list-style-type: none"> • Staff fully aware of risk assessment process and contribute to process • Staff meetings communicate risk assessment as required • Wellbeing support measures in place – drinks item, hoody, additional snacks, opportunity to chat with Headteacher and with Reverend Jenny...Headteacher has contacts from LA if additional wellbeing is required • Designated staff area for rest – additional outside space provided (outside of staff room • Wellbeing CPD being provided in T4
<p>Volunteer wellbeing affected by the working experience</p>	<ul style="list-style-type: none"> • Volunteers will be treated in the same way as school staff and provided with the same information, instruction, training and equipment. • Volunteers will be included in regular communications and be given the opportunity to feedback any concerns. 	<ul style="list-style-type: none"> • Currently no volunteers allowed on site – reviewing in T5 • When volunteers allowed back on site then: <ul style="list-style-type: none"> - Volunteers will be treated in the same way as school staff and provided with the same information, instruction, training and equipment. - Volunteers will be included in regular communications and be given the opportunity to feedback any concerns.
<p>Pupil wellbeing is impacted by the current situation causing physical and mental ill health.</p> <p>School Effectiveness guidance on Right Choice</p>	<ul style="list-style-type: none"> • Children to have allocated teacher and TA where possible. • Reduced time in school to ensure transition from home to school is successful. • Curriculum to support children’s well-being. • Provide opportunities to talk about their experiences/concerns. • Pastoral activities. 	<ul style="list-style-type: none"> • Class bubbles have assigned Teacher and Learning Support Assistant so pupils have dedicated staff • Reduced Education Plan will be put in place if required • PSHE / PE curriculum adapted to support children’s wellbeing – ‘Reconnect to Recover’ • Additional snack time to support wellbeing • Curriculum time planned to allow pupils to talk about their experiences • Daily mindfulness moments

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		<ul style="list-style-type: none"> • Use of emotion pebbles for all pupils • Additional core subject support is designed to be active in provision • Enhanced pastoral activities if required – Headteacher is a Mental Health 1st Aider
First aid provision	<ul style="list-style-type: none"> • Ensure all staff know First Aiders on site if less coverage than normal. • If provision is less than usual, minimise hazardous activities which may result in injury. • Ensure a supply of PPE is available for provision of first aid and use and dispose of accordingly. • Paediatric First Aid provision is available for under 5's. 	<ul style="list-style-type: none"> • Significant number of 1st Aiders / Paediatric 1st aid on site at all times • PPE supplies monitored weekly to ensure well stocked
Pupils with special medical needs (administering medication)	<ul style="list-style-type: none"> • Required number of competent staff on site • Staff training up to date • Alternative arrangements in place if staff training/competence has lapsed. 	<ul style="list-style-type: none"> • Anaphylactic training up to date
1:1 teaching, physical restraint and children with SEND or EHC plans are adversely affected by the current situation.	<ul style="list-style-type: none"> • Individual risk assessments of children with behavioural difficulties. • Ensure a supply of PPE is available based on need. • Reduced timetable or consideration of other solutions if child's behaviour puts staff at risk. • 1:1 teaching to be done with reduced contact. 	<ul style="list-style-type: none"> • If children have behavioural difficulties then a personalised plan will be put in place that can include assigned staffing / reduced timetable / reduction in opportunities on site (calm-down zone) • PPE supplies monitored weekly to ensure well stocked
7. Risk assessments and Policies		
Standard risk assessments do not take account of additional covid-19 risks	<ul style="list-style-type: none"> • Ensure all work environments and teaching/learning activities have been subjected to risk assessments in line with conventional H&S requirements. 	<ul style="list-style-type: none"> • H&S risk assessments reviewed for all spaces / activities – additional measures identified for Covid-19 infection risk

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	<ul style="list-style-type: none"> • Review and where necessary update all risk assessments with additional control measures to counter any significant covid-19 infection transmission risk. • Pay particular attention to curriculum areas and activities being resumed for the first time since school restrictions were introduced • One -off activities such as PTA and other fundraising events, firework displays etc will be subject to separate risk assessment. • Lettings of facilities will be subject to separate risk assessment. • School clubs, Breakfast clubs and after-school provision will be subject to a separate risk assessment. • Behaviour policy amended to reflect covid-19 protocols. • Off-site learning outside of the classroom activities and events are suspended. 	<ul style="list-style-type: none"> • PTA and other one of curriculum events reviewed to ensure covid-secure: <ul style="list-style-type: none"> - E.g. Rednose day / Easter experience redesigned to be class based • After school clubs not on offer in Term 4 – if introduced in Term 5 then will have reviewed specific risk assessments for each • Early and Late clubs – continue to be bubble based as have been since Lockdown 1 – this will be reviewed in Term 5 - specific spaces are identified for each bubble for Early and late clubs • Behaviour Policy amended to reflect Covid-19 protocols – this has been in place since Lockdown 1 • Off site activities suspended except for walk to outdoor nature reserve
8. Monitoring		
Control measures set out in this risk assessment do not prove effective	<ul style="list-style-type: none"> • Named school staff will monitor the application and effectiveness of the control measures set out within this 	<ul style="list-style-type: none"> • Mr Basinger-Adams will do weekly checks to monitor the effectiveness of these

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Levels of compliance are inadequate	risk assessment, and the level of compliance by staff, visitors and pupils <ul style="list-style-type: none"> • Non-compliance will be addressed immediately • Regular communication with staff on the outcomes of the monitoring • LA H&S Advisers are able to visit the school site to assess compliance 	control measures and non-compliance will be addressed immediately
9. Other risks – specific to your school		
Please add details of any other relevant covid-19 risks presented by circumstances that are relevant to your school site and activities but are not covered by Items 1-8. These may include: <ul style="list-style-type: none"> • Lateral Flow testing procedures • Swimming • Indoor gyms • Trips and events • Recruitment procedures 		<ul style="list-style-type: none"> • Lateral Flow Tests = all staff test 2x per week and inform Headteacher of result – if positive result (and double void) staff to self-isolate and book PCR. All staff trained. Staff Include: HT, Teachers, LSAs, SENCO, Adin & Finance, Contract Cleaners, Contract Food Providers. Peripatetic music staff will be required to inform us of their LFT results. PH Sports carry out their own LFT and report to their line manager. • Swimming = suspended until Term 5 review • Indoor PE = suspended – PE will be outside • Trips suspended = excluding visiting the nature reserve • Recruitment procedures – will be by digital procedures until further guidance • Specific Events = Red Nose day – class bubble based Easter Experience – class bubble based Interteam Tournaments each term = class bubble based

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		<p>Sports day = will be class bubble based – parents observing will be based on government guidelines at the time</p> <p>KS2 Production = this will become class based production – parents observing will be based on government guidelines at the time</p> <p>PTA fundraising events = will be individually covid-19 risk assessed</p> <p>Parent Teacher consultations = will be remote until further guidance</p> <p>Parent ‘stay and play’ sessions and ‘celebration of learning’ sessions = will be suspended until September 2021 and government guidelines</p> <p>Cathedral Leavers Service for Y6 = will be suspended this year</p> <p>Seasonal Parent & Headteacher Forums = will be suspended for this year – we will explore Zoom approach to this for Term 5</p>

I confirm that the above is a suitable and sufficient risk assessment based on current information. The risk assessment will be reviewed on a regular basis and whenever anything significant changes. All relevant parties will be informed of the outcomes of this risk assessment.

Name of Headteacher	Berkeley Basinger-Adams	
Signature of Headteacher	Digitally signed	Date: 5.3.21
Name of Chair of Governors / Trustees	Reverend Jenny Taylor, Trudy Nazer	
Signature of Chair of Governors / Trustees	Digitally signed	Date: 5.3.21
Date of review	Next review End of Term 4 – Easter half Term	