



**COVID-19 Educational Settings Risk Assessment**

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The health, safety and well-being of all staff and pupils is of utmost importance to us. This risk assessment template has been provided to support educational settings to ensure they are acting in line with the COVID-19 – Compliance code for all educational settings.

This template only covers the control measures needed to manage the risks presented by COVID-19. The measures relate to all the persons who may be affected at your setting staff, pupils and visitors. Settings are required to review the identified control measures and describe how they are implementing these in the notes box. Where a control measure does not apply to your setting you can delete the line or enter NA. You may need to add additional control measures specific to your setting, additional space is provided at the end of the form for this purpose.

By implementing all of the controls you will be reducing the risk as far as is possible, in line with the community risk level.

The controls identified below are designed to manage the risks relating to:

- Positive cases bringing COVID-19 into the setting
- Exposure to numerous people while in the setting increasing transmission risk
- Direct person to person transmission
- Surface transmission including through the use of equipment
- Staff and pupil health increasing the risk of transmission (separate risk assessments are available for staff at increased risk)
- Staff and pupil mental health and well-being due to anxiety or increased pressure
- Educational visits increasing the risk of contact with others and therefore transmission
- Extra curricular activities increasing the risk of transmission with others and therefore transmission
- Lack of awareness of the control measures and requirements (the need for information, instruction and training)

Please note: all COVID-19 guidance is available through HR InfoSpace and Norfolk Schools

The risk assessment should be reviewed prior to any stage of extension of operation e.g. increasing pupil numbers, extending curriculum activities, opening up facilities or planning events.

For ease of reference, changes that are made to this document are detailed below:

<b>Date of change</b>	<b>Section, Page and Change</b>
12-05-2020	Whole revised document please read.
18-05-2020 to 01-07-2020	Various minor amendments to reflect government changes
13-07-2020	Updated for September Term
17-07-2020	Clarification amendments following feedback

24-07-2020	Reference to swimming pools risk assessment
07-08-2020	Minor updates to wording
21-08-2020	<p>COVID-19 Secure contractor arrangements</p> <p>updated Music and Drama</p> <p>New links to CLEAPSS guidance</p> <p>Supervised toothbrushing programmes</p> <p>New information for spaces without direct outside air</p>
27-09-1010	<p>Contactors are aware of schools expectations in advance of making a site visit</p> <p>Peripatetic teachers and invigilators added to staffing arrangements</p> <p>Additional information for where resources are taken home.</p> <p>Reference to updated COVID-19 Cleaning and Disinfection supplementary checklist</p> <p>Updated Music, dance and drama</p> <p>Updated Physical Activity</p> <p>Updated Extra curricular provision to include wraparound care and Autumn Exams Checklist completed</p> <p>Updated Public and School transport.</p> <p>Visitor section updated to including familiarisation and parents evenings</p> <p>Hand hygiene update to confirm that where hand washing is carried out, running water must be used.</p> <p>Parent communications updated regarding external wraparound care and extra curricular providers where necessary.</p> <p>First aid section updated.</p>
20/10/20	<p>Updated completion guidance</p> <p>Separated out management planning information into a new checklist</p> <p>Changed wording from local lockdown to new alert level terminology</p> <p>Updated shielding for pupils information to reflect new alert level advice.</p> <p>Updated information on temporary staffing</p> <p>Updated information on performing arts</p>



<b>Setting/Premises:</b>	Winterton Primary School and Nursery		
<b>Location:</b>	Black Street, Winterton-On-Sea, Great Yarmouth, Norfolk, NR29 4AP		
<b>Assessment Date:</b>	13-11-20	<b>Last Review Date:</b>	02-10-20
<b>Assessment completed by:</b>	Caroline Richardson and Hannah Waters		

Please describe how you have met with the required control measures in the “Notes and Further Information” column

**Management Arrangements**

Item	Control measures	Yes/ no/ not applic able	How? Notes and further information	Date required and complet ed
General management planning	Management planning has been undertaken following the management planning checklist and compliance code	Y	Used to inform risk assessment.	



**Staffing arrangements**

Staffing levels	Temporary staff, peripatetic teachers, invigilators, external specialist support staff and specialist coaches work is arranged where possible so that: <ul style="list-style-type: none"> <li>The number of such staff are kept as low and consistent as possible</li> <li>They are assigned to consistent groups in the same way as permanent staff are to limit the number of children they interact with (coaching timetables have been rearranged to longer rotas than normal where necessary)</li> <li>They have minimal contact with, and maintain 2m distance from, permanent staff</li> </ul>	Y	Same supply teacher and TA used to cover long term staff absence. Supply teacher no longer needed after 17-11-20 due to permanent employment of HLTA.	
	Teaching staff breaks are organised in a way that avoids staff covering for a different group	Y	Whole school is one bubble.	
	Consistent working arrangements are applied to ITT trainees.	N/A		
	Where teachers and other staff need to operate across different classes and year groups in order to facilitate the delivery of the school timetable, they are assigned consistently in line with wider principles of bubbles as much as possible.	Y	Whole school is one bubble but all staff work only with their class, other than a few members of staff who also cover lunch duty and therefore are with the whole school during this time.	
	Wherever bubbles are compromised as a result of timetable, curriculum or other delivery needs the setting ensures scrupulous compliance with all of the required infection control measures	N/A	Whole school is one bubble.	
	Where volunteers are used the same staff principles are applied.	N/A	Volunteers not currently permitted to come into school.	
Premises and cleaning staff	The principles of distancing and hygiene are in place for normal premises management activities.	Y		
	Activities are scheduled to avoid times where pupils and staff are using the same areas.	Y	Where possible premises and cleaning staff are not in the same area as children.	
	Staff who carry out cleaning and disinfection have the appropriate equipment required for the task in line with the relevant guidance/compliance code.	Y	Guidance shared again and adhered to as much as possible but as whole school is one bubble, then some aspects not relevant. If children are sharing equipment they wash hands after use, or equipment is cleaned or quarantined.	



**Minimise contact maintain social distance and activity risk reduction**

***Pupil and staff grouping – main groups and extended groups***

Developing groups	Main groups (staff and pupils) have been developed that are the smallest practicable, consideration has been given to the following where possible: <ul style="list-style-type: none"> <li>• Groups are kept static</li> <li>• Extended groups are only created to accommodate specified activities such as transport, wraparound care, specific curriculum or teaching requirements.</li> <li>• Contact within groups is minimised through measures outlined in this assessment.</li> <li>• Pupils will stay in their class/group throughout the day, or on subsequent days</li> </ul>	Y	Whole school is one bubble.	
	Any extended groups created remain as small and consistent as possible	Y	Whole school is one bubble.	
	Where possible the number of children to staff ratio is reduced further to assist with social distancing and wider safety measures relating to specific circumstances as outlined in the compliance code including: <ul style="list-style-type: none"> <li>• some secondary curriculum practical activities</li> <li>• some music activities</li> <li>• With very young children</li> <li>• Because of health conditions or understanding of the children</li> </ul>	Y		
Staffing within groups	Staff are paired consistently for two person activities e.g. supervision, teaching, personal care.	Y		
	Staff are consistently to each class group, and where possible for the same day and subsequent days.	Y	Consistent staff timetable in place - majority of staff only work with one class group.	
Contact records	Contact records of groups and individuals including visitors are maintained in line with Case Management Guidance.	Y	Visitors sign in the signing in book.	

***Other general measures***



The use of outdoor spaces has been maximised	Y		
Unavoidable queues are managed this includes through the provision of distancing markings where queues are likely	Y	One-way markings outside on the pavement for parents at drop-off and collection. Distance markings in the corridors.	
Gatherings involving more than one group is avoided e.g. assemblies	Y	Class assemblies only and no other whole school gatherings.	
Activities involving invited audiences do not take place	Y		
An assessment has been made of all close contact within 2 m interactions and these have been reduced where it is possible.	Y		
A plan is in place for the management of toilets and hand washing facilities including the number of children safely able to use the facilities at any one time and, where possible mixing of groups while using these facilities is avoided.	Y	Each class has its own toilet and hand washing facilities. Limited numbers of children allowed in each toilet area.	
Activities that encourage or cause people to raise their voices unduly will not take place. Pupils are advised of these requirements while on the premises.	Y		
The number of books and other resources taken home by pupils and staff is limited as far as is possible.	Y	Reading books are being taken to and from school to ensure consistent and effective reading at home. Books for marking are being taken home as not time to mark in school.	
Where resources are taken home hand hygiene, quarantining and cleaning measures are in place	Y		
Resources such as pens and pencils are not shared between pupils, other resources such as books are issued on a rotational basis.	Y	Children have their own pencil cases/pots and hands are washed after sharing any resources which have to be shared. Books are quarantined after use, before going to the next child.	

	<p>Movement around the school is kept to a minimum as follows:</p> <ul style="list-style-type: none"> <li>• Movement of whole classes is avoided where pupils can stay in the same room and staff can move to different classes instead. The rooms used have been selected to enable this.</li> <li>• Class times have been staggered to prevent large numbers moving around the premises at the same time where it cannot be avoided (for example, for PE, outside breaks)</li> </ul> <p>Where large numbers of pupils need to move around the setting the following have been implemented where possible:</p> <ul style="list-style-type: none"> <li>• Staggered times for using stairs and corridors</li> <li>• Utilisation of alternative external routes</li> <li>• One-way systems introduced</li> <li>• Supervision of movements around settings</li> <li>• Central dividers placed in the middle of wide corridors to keep groups apart</li> <li>• The order of entry and exit into all rooms used (including dining room) has been planned in order to avoid pupils and staff passing each other</li> </ul>	Y	<p>Low numbers of children moving around the school and only for necessary reasons.</p> <p>Staggered times not needed for movement as only three classes and if another group is in the corridor then next class waits until it is clear.</p>	
	<p>Arrangements for collecting, passing on and returning shared resources and equipment is planned to prevent close contact.</p>	Y		
	<p>Larger spaces are not used by more than one group without partitioning in order to create physical separation.</p>	Y	<p>Whole school is one bubble and large playground, field and hall for low pupil numbers.</p>	
Lifts	<p>Lifts are not shared unless the person using the lift requires support and lifts are prioritised to those people who are not able to use the stairs</p>	N/A		
	<p>Posters have been used to encourage this where required</p>	N/A		
	<p>Hand sanitiser is provided for use before and after touching lift controls.</p>	N/A		
Lockers	<p>Locker allocation has taken account of the assigned groups so that groups are not compromised when they are being used.</p>	N/A		
Bags and coats	<p>Times of use are supervised and managed, particularly where arrival and leaving times cannot be staggered.</p>	Y	<p>A few children at a time go to collect bags and coats.</p>	
	<p>Where possible alternative areas have been allocated for cloak room use in order to prevent pupils gathering</p>	Y	<p>Sharks using additional pegs in Field Studies Centre.</p>	

### Measures within the classroom

	<ul style="list-style-type: none"> <li>Alternative larger spaces that are available such as gyms and halls are used to encourage social distancing where it is possible to</li> <li>Distancing is encouraged by removing unnecessary items, furniture and equipment to create more space to reconfigure desks</li> <li>Seats are forward facing</li> <li>The position of the teachers space/desk is considered as part of the configuration to support distancing from the class</li> </ul>	Y	<p>Classrooms only contain essentials and objects which cannot be cleaned removed into storage.</p> <p>KS1 and KS2 tables facing forwards where space allows.</p> <p>Teacher desks facing forwards.</p>	
	<ul style="list-style-type: none"> <li>Where bags cannot be kept at desks/ workspaces e.g. science lessons or DT lessons they are safely stored in a way that does not encourage congregating and touching each other's belongings e.g. use of lockers, bag hooks</li> </ul>	Y		
	<ul style="list-style-type: none"> <li>The teaching approach is modified where possible in order to:</li> <li>Where age appropriate, keep a distance from children in the class including minimising going to pupil desks to check work or calling pupils up to the teachers desk</li> <li>Where close contact is needed, interact side to side with pupils and not face to face</li> <li>Not require pupils to share or swap resources, including no marking each others books</li> <li>Manage picking-up and dropping-off resources in a way that prevents passing them hand-to-hand</li> </ul>	Y		
	<ul style="list-style-type: none"> <li>The resources brought in from home by children is kept to a minimum e.g. lunch boxes, hats, coats, books, stationery and mobile phones. and these are not shared with the group.</li> </ul>	Y	Only essentials brought in from home.	

### Playground

	<ul style="list-style-type: none"> <li>Signage identifies the maximum number of users for equipment, distancing is encouraged for waiting and while using equipment</li> </ul>	Y	Managed and monitored by staff. Ideas for socially distanced games shared with staff.	
	<ul style="list-style-type: none"> <li>Equipment use is supervised, and time limited to enable other users to take their turn</li> </ul>	Y	Sand timers used to help younger children take turns.	

	<ul style="list-style-type: none"> <li>Seating has been removed or marked off to encourage distancing on individual items of equipment.</li> </ul>	N/A		
	<ul style="list-style-type: none"> <li>A one-way system has been introduced around outdoor gym equipment and trim trails</li> </ul>	Y		
	<ul style="list-style-type: none"> <li>Equipment that is positioned in close proximity to other equipment has been taken out of use or repositioned (considering general safety requirements)</li> </ul>	N/A		
	<ul style="list-style-type: none"> <li>Hand sanitiser stations are positioned near to equipment and users instructed to perform hand hygiene before and after use.</li> </ul>	Y	Children wash their hands before and after playtimes.	
	<ul style="list-style-type: none"> <li>Bins are installed to encourage use of tissues and appropriate disposal</li> </ul>	Y		
	<ul style="list-style-type: none"> <li>Time is allocated for play equipment for each group/bubble</li> </ul>	N/A	Whole school is one bubble	
	<ul style="list-style-type: none"> <li>Multiple groups do not use outdoor play equipment at the same time.</li> </ul>	N/A	Whole school is one bubble	

### ***Specialist curriculum considerations***

All activities	<ul style="list-style-type: none"> <li>The cleaning and disinfection requirements outlined in the supplementary cleaning information for Educational settings is applied for all equipment and touch points associated with specialist curriculum activities.</li> </ul>	Y		
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<p>Music, dance and drama – general principles</p>	<ul style="list-style-type: none"> <li>• Playing instruments and singing in small groups takes place outdoors where possible</li> <li>• Care is taken to observe 2m social distancing as much as possible</li> <li>• Background and accompanying music sound levels discourage unduly raised voices</li> <li>• The available space and ventilation in that space is considered, and group activity has been limited where necessary due to space available and ventilation requirements</li> <li>• Microphones are used where possible to reduce the need to shout or sing loudly.</li> <li>• Children are encouraged to sing quietly.</li> <li>• Face to face positioning is avoided, giving preference to back to back or side to side positioning</li> <li>• Wind and brass players are positioned so that air from their instrument does not blow into another player.</li> <li>• Staff will not carry out physical correction and avoid situations where distancing requirements cannot be followed</li> <li>• Drama activities are planned to map movements to ensure social distancing, including one way systems</li> <li>• Extending main groups outside of curriculum requirements is avoided where possible.</li> <li>• Hand hygiene and disinfection arrangements are in place</li> <li>• Where taking place indoors a room is used with as much space as possible, for example rooms with high ceilings to enable dilution of aerosol transmission.</li> <li>• Where singing, wind and brass playing does take place in larger groups, significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing is maintained.</li> </ul>	<p>Y</p>	<p>Playing instruments and singing not currently happening.</p>	
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<p>Handling items, equipment and instruments</p>	<ul style="list-style-type: none"> <li>• Equipment sharing is avoided wherever it is possible including microphones and instruments, limiting handling music scores, parts and scripts by issuing them for individual use.</li> <li>• Drop off points and transfer zones are provided where required.</li> <li>• Where equipment is assigned to an individual for sole use, it is labelled to identify the user.</li> <li>• The use of costumes are avoided in drama</li> <li>• Hired equipment is cleaned before use and return and hire agreements agree responsibility for cleaning instruments and equipment</li> <li>• Consideration has been given to limiting the number of suppliers when hiring equipment.</li> <li>• Where items are sharing, cleaning, handling and passing arrangements for shared resources are followed (as detailed in this risk assessments).</li> <li>• Hand hygiene is always followed before and after handling shared items</li> <li>• Items and equipment are stored in a clean location when not in use</li> </ul>	<p>Y</p>		
<p>Individual lessons</p>	<p>Individual lessons apply all the controls outlined above as applicable including:  Staffing principles detailed in this risk assessment  Limiting shared equipment and cleaning requirements  Maintaining social distancing where possible  Avoiding physical correction</p>	<p>N/A</p>		
<p>Physical activity</p>	<p>Specific arrangements for cohorting, distancing, hygiene and cleaning arrangements have been reviewed and are stringently applied as much as is possible for sports.</p>	<p>Y</p>		
	<p>Team sports are only provided in line with the <a href="#">return to recreational team sport framework</a>.</p>	<p>Y</p>		

	Outdoor space is maximised. Where it is not possible, e.g. due to inclement weather, the largest available, well ventilated spaces will be used.	Y		
	The use of non-personal kit is avoided as much as possible, where it is used e.g. bibs kit will be carefully cleaned/launched between uses.	Y		
	The means to collect, pass on and return shared resources and equipment to prevent close contact is in place	Y		
	Facilities run by external organisations are used in line with Educational Visits arrangements.	N/A	No external providers currently being used.	
	The following advice has been referred to as part of the risk assessment process: <ul style="list-style-type: none"> <li>• <a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroot sport</li> <li>• advice from organisation such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li> </ul>	Y		
	The use of changing rooms and showering facilities are avoided as much as is possible. Where used: <ul style="list-style-type: none"> <li>• their use has been limited e.g. allowing PE kits to be worn on arrival and for the whole day, or part of the day after the lesson.</li> <li>• Social distancing is maintained in these facilities, including limiting the numbers in the space at any one time, the use of floor markings, planning movement around the space and cleaning arrangements.</li> <li>• Facilities will be used as quickly as possible</li> </ul>	Y	All children wear PE kit to school on the day they have PE to prevent unnecessary changing and to ensure kits are clean each week.	
Swimming pools	The COVID-19 Educational Settings – Swimming Pools risk assessment has been completed for school operated pools.	N/A		

Subjects involving practical activities	<ul style="list-style-type: none"> <li>Practicals and experiments have been reviewed for appropriateness in order to keep pupils distanced from each other.</li> <li>Consideration has been given to how practical demonstrations will take place without the need for pupils to congregate at the front of the class e.g. technology will be utilised to project the demonstration onto a smart board or screen to aid visibility</li> <li>Where it is not safe to maintain social distancing such as D &amp; T, smaller teaching groups will be employed. Where close contact activity is required this will be for the shortest duration that is safe and practical, the teacher will position themselves next to rather than in front of the pupil, all parties should undertake hand hygiene before (where practical and this doesn't delay safety) and after the interaction.</li> <li>Particular thought has been paid to the use of fume cupboards, Bunsen burners, sinks and other shared equipment/spaces to prevent close contact</li> </ul>	Y		
	<p>CLEAPSS COVID-19 resources and advice are used as part of lesson planning and for room use, this includes:</p> <ul style="list-style-type: none"> <li><a href="#">Guide to doing practical work in Science</a></li> <li><a href="#">Guide for science departments returning to school after an extended period of closure</a></li> <li><a href="#">Guide for managing practical work in non-lab environments</a></li> <li><a href="#">Guidance for schools where pupils spend all day in a lab</a></li> <li><a href="#">Guidance for schools where pupils spend all day in a D&amp;T, food or art room</a></li> <li>Relevant primary schools guidance for example, <a href="#">Practical activities in a bubble</a></li> </ul>	Y		
Supervised toothbrushing programmes	<a href="#">COVID-19: guidance for supervised toothbrushing programmes in early years and school settings</a> has been followed and procedure documented.	N	Currently no toothbrushing programmes permitted in school.	

Autumn Examinations	The requirements for autumn examinations have been implemented and the checklist completed	Y		
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### ***Educational visits***

	No overnight educational visits are carried out	Y		
	Outdoor spaces in the local area are used to support delivery of the curriculum	Y	Only visits into the village are permitted, if suitable risk assessments are in place and relevant permissions are obtained.	
	<p>A risk assessment will be carried out for all educational visits and in addition to using Evolve:</p> <ul style="list-style-type: none"> <li>• A check will be made to ensure that the venue or provider are COVID-Secure via a declaration or Good to Go accreditation</li> <li>• The venue will be requested to provide updated visitor information and briefings, including their COVID-19 arrangements</li> <li>• The setting will review the arrangements to ensure that they are appropriate applying the principles that are known in relation to infection control, specially: <ul style="list-style-type: none"> <li>○ Do they include measures relating to limiting contact between your group and other visitors?</li> <li>○ Do they support you to maintain distances within your group?</li> <li>○ Do they support good universal hygiene by visitors and staff e.g. hand washing/ sanitisation stations?</li> <li>○ Do their communications and instructions remind people of the symptoms and ask them to stay away if they should be isolating for any reason?</li> <li>○ Are appropriate cleaning and disinfection arrangements in place?</li> </ul> </li> <li>•</li> </ul>	Y	COVID risk assessments in place and checked by EVC, Principal and Trustees	
	The setting will arrange a pre-visit where necessary to ensure that visit leaders understand the arrangements and requirements for visiting groups.	Y		

**Where a pupil attends more than one setting**

	We will work with the other setting to ensure that the approach is consistent and does not compromise the group/bubble	Y		
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**Extra curricular provision and wrap around care**

General provisions	We have worked closely with external providers to ensure that children can be kept in a group from the same school bubble as much as is possible.	Y	Whole school is one bubble	
	Pupils will keep within their main bubble where possible for the schools provision.	Y		
	<p>The schools provision ensures that small consistent groups created are as follows:</p> <ul style="list-style-type: none"> <li>• Keeping the groups to no more than 15 children with one or two staff members (group sizes are smaller than 15 children depending on factors such as age of the children in attendance, size of the premises or the type of activity). Social distancing will be maintained both within and between groups</li> <li>• Parents and carers are encouraged to limit the number of settings their child attends, ideally ensuring they only attend one setting consistently</li> <li>• Parents and carers are encouraged to attend clubs that are local to them and to walk or cycle to the club or activity</li> <li>• Where groupings cannot be consistent or static only outside provision is offered</li> <li>• Records are maintained of all bubbles or groups for 21 days</li> </ul>	Y		
	Where multiple groups of 15 use the same shared space, distancing is applied between groups and all measures in this risk assessment that are applicable are stringently applied.	N/A		
	Activities are organised in line with all of the relevant requirements of this assessment and compliance code	Y		

### Measures for arriving and leaving

General principles	Where possible, arrival and leaving times are staggered by adjusting the start and finish in order to keep groups apart and avoid rush hour	Y	Each class enter and leave via a different part of the school. EYFS come into school from 8.20am and KS1/KS2 come in from 8.30am. All classes leave at 3.30pm.	
	Where times cannot be altered, for example, due to reliance on public transport, plans are in place to prevent pupils from mixing at the setting	N/A	Whole school one bubble so children can mix.	
	There are hand sanitiser stations outside for pupil and visitor use	Y	Children from each class have a dedicated hand washing station to use when they enter the building. Hand sanitiser used before leaving the building.	
	The impact of bad weather has been considered where it might impact on the ability to follow outside queueing arrangements	Y	Parents to wear coats and bring umbrellas as no shelter.	
	Deliveries are managed to eliminate close contact e.g. having a pre-arranged drop off point, the delivery driver signing for you	Y	Deliveries left in porch and driver signing paperwork.	
Parents and pupils – arriving and leaving the premises	All site movements will be supervised by staff members who will ensure that social distancing measures are being followed.	Y	Staff on duty before and after school and parents reminded to follow social distancing rules with flyer emailed out.	
	Parent/carer pick up and drop off protocols have been developed to minimise adult to adult contact and avoid gatherings.	Y	All children to leave school via the same entrance that they entered the building. Parents advised of all new systems and any changes to systems.	
	Reception teachers will check with the parent and/or pupil about the pupil's health and ask them to wash their hands, on arrival in the building.	Y	EYFS staff to see their class in and out the front door at the beginning and end of the day. Children's temperatures will be taken with a contactless thermometer. EYFS children will use the classroom sinks to wash their hands when entering the classroom.	

	For all other years not including Reception class parents are expected to drop their child at the gates and a member of staff from the group will greet each child, ask them to wash their hands and check in with them to ensure they do not have symptoms.	Y	KS1/KS2 children have temperatures taken on arrival at car park gate and are then supervised whilst washing their hands. Sharks to use fire exit door and Seals to use hall door into car park. KS1 use hand washing station in the hall and KS2 use sinks in the toilet or classroom. Staff checking temperatures will deny entry to anyone with high temperature or with any COVID symptoms. Staff will double check positive results. See guidance from Robin.	
	Early Years classes will arrange for children to be dropped off and collected at the door/threshold of the setting where possible	Y		
	Where parents/carers need to enter the setting only one parent will accompany their child	Y	Parents not permitted in school, unless essential.	
Managing peak times	Additional entrances, such as fire exits and other direct classroom exits are used and supervised to reduce gatherings at the setting entrance	Y	Additional entrances to the school used to minimise gatherings.	
	Where alternative entrances cannot be provided, times have been staggered to prevent queuing where possible	N/A	Alternative entrances provided.	
	Staff and school champions supervise at peak times.	Y		

### ***Transport and travel***

General	Additional vehicles and vehicle movement changes implemented as a result of COVID-19 measures can be carried out safely (a vehicle movement assessment has been carried out where required)	Y		
Cycling	Pupils are instructed to use bike racks one at a time, additional bike racks are provided where required	Y	Bike racks moved to bigger space in the car park.	

Car journeys	Parents, staff and pupils have been advised not to gather in parking areas.	Y		
Public and school transport	Pupils, parents and staff have been advised not to use school transport if they have symptoms	N/A	School transport not used.	
	Pupils, parents and staff have been advised to wash their hands before and after using transport services	Y		
	Pupils, parents and staff have been advised of the government advice to wear face coverings when travelling on public and school transport, unless it is not safe to do so	Y		
	Social distancing is applied as far as is possible in transport operated, managed or contracted by the setting by substituting smaller vehicles with larger ones or running additional vehicles.	N/A		
	School groups/bubbles are maintained as far as is possible in school vehicles	Y		
	Seats in school vehicles are cordoned off where needed to support passengers spreading out in the vehicle and not sitting face to face.	N/A		
	Markings are provided where queuing is required for transport services on school premises	N/A		
	Windows are opened during journeys where it is safe to do so	Y		
	Cleaning arrangements follow the COVID-19 cleaning and disinfection supplement – Educational Settings.	Y		
	Staff do not transport a symptomatic pupil (unless specifically in relation to a residential setting)	Y		

***Visitors (including familiarisation and parents evenings) and reception area***

General	The number of visitors is minimised as much as possible	Y	Only essential visitors permitted. Essential is classed as pupil focussed (teaching, mentoring and intervention, work, enrichment, monitoring, observations, book looks and professional discussions) and non-essential is classed as adult focus activities, (meetings, moderations, CPD etc). Also cannot be non-compliant with statutory training so physical training will need to take place for (First Aid, Fire Training, H&S etc.	
	Visitor times are planned and by appointment only	Y		
	Visitors are advised of the following in advance: <ul style="list-style-type: none"> <li>• Site rules, which entrances and exits to use, vehicle movement and parking</li> <li>• Specific arrangements such as areas of the premises that are and are not suitable for use</li> <li>• Action to take if they cannot keep away from others</li> <li>• To leave the setting immediately if they develop symptoms, not matter how mild.</li> <li>• How you will maintain social distancing during the visit</li> </ul>	Y	External visitors not come into the classroom unless necessary but to use bigger spaces with less people in. If visitors do need to come into the classroom, for reasons such as monitoring, all children will be sat down at tables facing the front to allow space for visitor to walk around the classroom. Visitors will sanitise hands between looking at different children's books.	
	On arrival visitors will be: <ul style="list-style-type: none"> <li>• Provided with relevant site information</li> <li>• Asked to perform hand hygiene</li> <li>• Asked to confirm that they do not have symptoms no matter how mild</li> </ul>	Y	Office Manager has a script to follow when answering the door. Visitors to have temperature checked and wash hands or use hand sanitiser before entering premises.	
	Visitors will use their own pen or will be provided with a pen that they take with them.	Y		

	Records of visitors are maintained for contact tracing requirements (as described in management of cases guidance)	Y		
	The reception operates on a one in and one out basis	Y		
	Where reception desks are open, staff maintain a 2 metre distance from visitors, (the use of floor markings may be considered useful). Where this is not possible screens have been installed to protect staff	Y	Office Manager to keep glass window closed to use as a screen. All visitors to ring the school office to speak to the Office Manager.	
	Arrangements are in place to receive general deliveries without close contact (including food deliveries which may be received at an alternative location)	Y		
Contractors	Where possible visits that are not essential to education and safeguarding happen out of hours.	Y		
	Where visits cannot take place outside of school hours, e.g. because they cannot be rescheduled or are needed during the day, an assessment of how social distancing can be maintained has been carried out and agreed with the contractors in advance.	Y	Work carried out during the day will be by someone from the estates team and will ensure social distancing from staff and children.	
Parents and carers (including parent evenings)	<ul style="list-style-type: none"> <li>All meetings are carried out remotely where possible.</li> <li>Parents and carers should only attend the setting where they have a pre-arranged appointment</li> <li>Where possible, only one parent/carer attend.</li> <li>Visits are planned and organised to ensure distancing and hygiene measures can be maintained</li> <li>Information is provided in advance to ensure arrangements are communicated</li> </ul>	Y	All meetings with parents carried out remotely wherever possible such as virtual parents' evenings, phone calls at other times. Only very few essential meetings with parents in school (CIN or EHCP) which are held in large well ventilated room.	
Visiting professionals	The setting has arrangements in place to ensure that all visiting professionals follow the site rules including infection control arrangements.	Y		
Pupil familiarisation visits	Visits are provided virtually where possible.	Y		
	The visitor arrangements in this section are applied where in person visits are planned.	Y		

	Visits will take place outside the school day where it is not detrimental to the purpose of the visit.	Y		
	Visitor numbers are limited and appointments are staggered	Y		
Pupil lesson attendance for familiarisation	Existing groups are extended to accommodate pupil lessons attendance and plans are in place that include: <ul style="list-style-type: none"> <li>Limiting visiting pupils mixing between additional groups</li> <li>Limiting the number of different visiting pupils joining at the same time (with at least a 48 hour period between different pupils joining)</li> <li>Avoiding compromising the existing social distancing arrangements within the class</li> <li>The wider implications for increased general use of premises, for example, toilets and movement around premises) have been considered and controls implemented</li> <li>Involvement of the pupil and their parents to understand the arrangements that are in place to reduce the risk.</li> </ul>	Y	Not currently suggested as an option for new children joining the school.	

### ***Lunchtime and breaks***

	Lunch provision considers distancing requirements and avoiding group mixing and queues and is staggered where possible.	Y	Whole school is one bubble. Children enter the hall in their class group and then sit at tables and wait to be called up to collect their lunch.	
	Consideration has been given to using other spaces for lunch, including classrooms and outside spaces.	Y	Children eat outside when weather permits.	
	Packed lunches are stored in the individual group classrooms rather than a central location to avoid group mixing	Y	Sharks store lunches on trolley in hall and Seals and Starfish store lunches in classrooms.	
	The use of pre-ordering and trolley services have been considered.	Y		

	Where times of use cannot be staggered between groups, larger spaces have been partitioned.	N/A		
	Tables and seating are moved apart and reflect the maximum capacity to allow social distancing within the group. Where furniture is fixed and cannot be moved space is created by taping off/ taking out of use alternate seating.	Y	Reduced numbers of children on tables and children sit with others from their class group, sitting facing the same direction wherever possible.	
	Plans are in place for pupils and staff to access the facilities that are used during break times in a way that avoids group mixing	Y	Staff use two different staff rooms - EYFS upstairs and KS1/KS2 downstairs	
Catering	Arrangements comply with <a href="#">guidance for food businesses on coronavirus (COVID-19)</a> .	Y		
	Where catering services are contracted, the setting has ensured that the service is COVID-19 secure.	Y		
	The way in which essential food deliveries are received are managed	Y		
	Social distancing is employed at meal collection points (the use of floor tape to demarcate areas may be useful) where this is not possible screens are installed where required between pupils and serving staff	Y	Mrs Jones serving lunches is 2 metres away from children being served due to depth of hot plate and server counter.	
	Additional meal collection points have been put in place to reduce queuing where necessary	N/A		
	Alternative payment methods are being used to eliminate cash handling	Y	Parents order and pay for school meals and Rockpool electronically.	
	Tills are screened where still in use	N/A		

### ***Increasing ventilation***

Using fans	Where fans are needed in offices, discussion has taken place with staff who use that space to agree terms of use.	N/A		
	Where fans are needed in classrooms and other educational areas, a decision for their use has been made by the Headteacher in conjunction with staff.	N/A		

Ventilation	Windows and doors are open to increase ventilation where it is safe and appropriate	Y	Classroom windows open throughout winter but not too wide to ensure balance between heat loss and ventilation. On warmer days windows opened wider and on hot days windows and doors opened.	
	Where installed, the setup of air conditioning systems have been reviewed to maximise the intake of fresh air.	N/A		
	Where systems serve multiple buildings or are fully recirculating, advice has been sought from HVAC engineers and this has been implemented.	N/A		
	Rooms and zones which do not have a direct supply of outside air are not used where they are needed for considerable lengths of time (longer than 30 minutes and use of these areas is limited to one person at a time where possible.	Y		

### ***Toilets and hand washing facilities***

	Times of use are staggered where possible.	Y	Each class has different hand washing facilities and adults send children in small groups so low pupil numbers at each.	
	Pupils have been informed of how to use facilities appropriately applying distancing requirements.	Y	Taught as part of science/PSHE.	
	Hand dryers are efficient and effective in quick drying or have been replaced with more efficient dryers or paper towels	Y	Paper towels and hand dryers available.	
	Consideration has been given to replacing traditional taps with easy operating lever taps	Y		





Meetings	Where possible, meetings and events such as staff training are conducted remotely in order to reduce the risk associated with increasing contact	Y		
	<p>Meetings only take place in person where:</p> <ul style="list-style-type: none"> <li>• There is a need to be in person for safeguarding, well-being or statutory reasons or</li> <li>• Limitations of technology, poor or unstable signal</li> </ul>	Y		
	<p>The following measures have been implemented for in person meetings:</p> <ul style="list-style-type: none"> <li>• They are kept to the smallest number necessary to enable the meeting to take place, considering existing groupings</li> <li>• All other participants will connect to the meeting remotely.</li> <li>• The meeting will take place outdoors unless for reasons of confidentiality, need to use technology or equipment in a building or weather</li> <li>• Use separate spaces or rooms where possible to limit the number of people in the same area</li> <li>• Ensure 2 distance is maintained at all times, not sitting face to face</li> <li>• Paperwork is shared electronically where possible</li> <li>• Consideration is given to meeting etiquette to maintain distancing, e.g. when meeting indoors leave the room in single file starting with the person nearest the door first.</li> <li>• People do not shake hands.</li> <li>• Participants practice good hand and respiratory hygiene before after and during the meeting.</li> <li>• Where held indoors they are held in well ventilated spaces.</li> <li>• All in person meetings are authorised by the Head teacher, who has satisfied themselves that all reasonable measure have been implemented.</li> </ul>	Y		



Staff training	<p>The following additional measures have been implemented for staff training:</p> <ul style="list-style-type: none"> <li>• Training is only delivered in person where it is critical to essential service delivery and practical aspects or practice exercises are required as part of the training. All other training is delivered online.</li> <li>• course content and delivery methods have been reviewed, group activities are not included, any close contact face to face tasks have been eliminated from the course where possible</li> <li>• Where close contact is needed e.g. restrictive physical intervention, staff will only undertake this practical activity with staff who are in their cohorted group where possible</li> <li>• Training protocols are provided, which includes checking in with participants each day on their arrival to ensure they do not have symptoms, information about actions to take if they become ill, universal hygiene expectations and how to move around the space, in and out of the room in order to maintain distances e.g. leaving in single file starting with the person nearest the door.</li> <li>• Everyone washes their hands, on arrival, prior to the commencement of training and at regular intervals during the day.</li> <li>• Training items are not shared between delegates, unless essential, for example, the practical use of equipment. Where equipment is shared, items are disinfected between users.</li> <li>• Breaks are planned to avoid mixing with other site users and delegates bring their own food. Delegates spread out.</li> </ul>	Y		
Staff rooms	Where available additional areas are used in order to avoid compromising cohorted staff groups.	Y	Using Field Studies Centre staff room as well as staff room upstairs.	
	Times of use for staff breaks are staggered to prevent staff groups from mixing	Y		
	Furniture has been arranged to encourage distancing and not sitting face to face	Y		



Events	Events other than those specified in the compliance code as being possible and legal will not be arranged	Y		
Parents evenings	Meetings are undertaken by telephone or internet.	Y		

**Universal Hygiene Arrangements**

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***Cleaning and disinfection***



Cleaning	If a surface is visibly dirty it is always cleaned prior to disinfection. Even where you use a dual product as described in the compliance code.	Y		
	Different cleaning equipment is provided for kitchens, toilets, classrooms and office areas.	Y		
	The setting has identified the specific cleaning methods for the items that require cleaning.	Y		
	All Staff who undertake cleaning: <ul style="list-style-type: none"> <li>Will follow the instructions for cleaning products and disinfectants to ensure it is effective to ensure that all of the surface has disinfectant applied and not to wipe items dry before the required contact time has been achieved.</li> <li>Are provided with disinfectant wipes to enable them to clean and disinfect contact points in teaching spaces and equipment between mains groups using them.</li> </ul>	Y		
	The setting will continue with their enhanced cleaning and disinfection arrangements that have already been put in place, including: <ul style="list-style-type: none"> <li>Cleaning all touch points including those that are fixed to the premises (inside and out) twice a day as well as cleaning equipment, resources and surfaces in between use by each main group</li> <li><b>Secondary settings -</b>, the frequency of cleaning hand contact surfaces is increased including the cleaning of shared equipment in between classes.</li> <li><b>Early years settings and settings where pupils may find it difficult to maintain personal hygiene –</b> the frequency of cleaning hand contact surfaces is increased</li> </ul>	Y	Tables and contact points cleaned at breaktime and lunchtime by classroom staff.	
The COVID19 Educational Settings Cleaning and Disinfection supplementary information has been used to establish the requirements for educational resources and equipment and these are recorded	Y			
A system has been put in place to store used equipment prior to cleaning in order to avoid inadvertent use between groups.	Y			



Water coolers and drinking water	<ul style="list-style-type: none"> <li>Where water coolers and drinking water is provided from a shared source, use must be supervised and the outlet wiped by a staff member between filling receptacles in order to reduce the risk of cross contamination between filling.</li> </ul>	N/A	Water fountains currently not used.	
Storage	Hand sanitiser that is not in use will be stored with other flammable cleaning equipment (please note: some types have an increased risk). This is particularly important where larger quantities are in storage	Y		
Tissues and waste from bins provided	<ul style="list-style-type: none"> <li>Tissues are provided in classrooms and other areas to ensure good respiratory hygiene.</li> <li>Waste bins are provided in classroom and other key locations such as dining areas</li> <li>Bins are emptied regularly throughout the day</li> <li>Bins and tissues are provided in the same place</li> <li>Waste bags for tissues are double bagged for disposal</li> </ul>	Y	General waste bin in classroom is a metal bin with foot pedal operated lid.	

**Handwashing and respiratory hygiene arrangements**



Handwashing	<p>Good hand hygiene is supported by:</p> <ul style="list-style-type: none"> <li>• Staff are ensuring that hand hygiene is carried out more frequently than normal (pupils and staff) following the requirements of <i>COVID-19 guidance for all education settings</i> and <a href="#">NHS guidance</a> in an age appropriate way e.g. observing young pupils, instructing in the class</li> <li>• Event related prompts are given to pupils by staff.....<i>after..... before.... when</i> as a more effective means of promoting hand hygiene that fixed time prompts.</li> <li>• Supervision arrangements are in place to support pupils with handwashing where it is needed.</li> <li>• Skin friendly wipes such as baby wipes are provided as an alternative where children are not able to wash their hands due to age or health conditions.</li> <li>• Hand hygiene frequencies include: arrival, before and after eating, before and after breaks, going to the toilet, before leaving, after removing a face covering, after handling resources (including those taken home) and at other identified intervals determined by the setting in relation to the activities carried out.</li> <li>• Entrances are supervised on arrival in the morning to support hand sanitising on arrival.</li> <li>• Staff, pupils (and parents) are advised that handwashing must be carried out when they arrive at home</li> </ul>	Y	<p>Children are washing/ sanitising hands frequently throughout the day at set times and after set activities. For example, the set times in KS1 are as follows: as soon as they come into school, after being outside for Active 15, before morning snack time, after morning breaktime, before lunch, after lunchtime, before afternoon break, after afternoon break and before home time. In total at 9 set times plus after set events like blowing nose, going to the toilet and sharing equipment.</p> <p>Supervision of younger children washing hands.</p>	
	Hand washing is carried out using running water (static bowls are not used)	Y		

Hand sanitiser points are provided at key locations around the site including: at all entrance doors to the setting, at the entrance to toilet facilities, at the entrance to dining facilities, at points of high contact such as near non-automatic doors in corridors, lifts and stairs, classrooms, office facilities etc.	Y	Sanitiser placed in key locations around school, where hand washing facilities are not available. The main door from the corridor to the children's toilets are propped open so no contact needed.	
Consideration has been be given to outside points being provided in a manner that enables removal and securing at the end of the day e.g. on tables/temporary or movable stands etc.	N/A		
Hand sanitiser points have drip trays to deal with spillages and reduce the slip risk where applicable (such as those affixed to walls)	N/A	Spillages have not been an issue with the sanitiser pumps we use.	
Hand sanitiser is stored appropriately and safely according to pupil age and individual risks. Where the provision of hand sanitiser points presents a risk of ingestion, this risk is managed through pupil supervision (contact will be made with Health, Safety and Well-Being where this is not possible)	Y		
All staff and pupils are regularly reminded about following <a href="#">Catch it, Kill it, Bin it</a> requirements. Tissues and bins are provided for use and handwashing is carried out after.	Y		
Pupils and staff are aware of the need to avoid touching their eyes, nose or mouth if hands have not been washed.	Y		
Staff and pupils have been advised to avoid wearing rings (except for a plain band) in order to ensure thorough handwashing.	Y		

## Health Needs

### **Staff health**



Individual assessment	All individuals requiring a specific risk assessment have been identified, risk assessments have been undertaken in line with <i>COVID-19 Your health and your safety when working in educational settings</i> and the <a href="#">template provided</a> is used to record conversations and agreed control measures.	Y	Clinically vulnerable and extremely vulnerable staff have agreed individual risk assessments in place.	
Wellbeing	Suitable supportive measures have been put in place for staff, for example, how to obtain well-being support	Y	Regular wellbeing survey across the Trust and monitoring of staff working at home.	
	Where possible, flexible work practices have been put in place to promote a positive work-life balance for all staff.	Y		
Symptoms	Staff know to go home as soon as possible if they develop symptoms	Y		
COVID Testing	Staff are encouraged to have testing when they or a member of their household develop symptoms, this will reduce the need to self-isolate in the event of a negative test.	Y		

***Pupil Health and planned close contact activities***

Symptoms	Pupils know what the main symptoms are and who to report to if they develop symptoms, no matter how mild	Y		
	Staff check with pupils regarding symptoms on their arrival and remain vigilant for developing symptoms throughout the day	Y	Temperature checks for all children on arrival.	
	Arrangements are in place for the management of pupils who are not able to communicate their symptoms and staff are aware of these arrangements e.g. temperature checks	Y		
Increased supportive measures for pupils/ psychological needs	The measures detailed in <a href="#">Guidance to Support Positive Behaviour</a> have been implemented.	Y		
	Individual Support plans have been reviewed for pupils where required, for example for pupils who are: less able to report symptoms; cannot follow strict hygiene; display behaviours that are challenging to manage in the current context and require close contact tasks. Plans are agreed with staff (parent and pupil where required).	Y		
	Support plans include: <ul style="list-style-type: none"> <li>• Specific cleaning and disinfection requirements such as changing beds and wheelchairs.</li> <li>• Ensuring that staff increase their level of self protection,</li> <li>• Ensure that the pupil washing their hands before and after where able to or use skin friendly handwipes before and after</li> <li>• Checking that the person does not have symptoms as detailed in the compliance code.</li> </ul>	Y		
	Staff are aware of the required infection control measures and understanding that the normal PPE that would have previously been used is still required.	Y		
Pupil well-being, mental health and behaviour	Arrangements are in place to ensure that mental health and well-being difficulties for pupils as a result of their experiences while staying at home. This may particularly be the case for vulnerable children, including those with a social worker and young carers.	Y		



Support will be provided for: pupils who need support to re-adjust to school, those who may be reluctant to return, those showing signs or more severe anxiety and depression.	Y	Support given for KS1 child to return to school after the first half-term at home due to anxieties surrounding COVID.	
The existing arrangements will be followed for supporting students who are distressed and where safeguarding issues come to light.	Y		
Pupils are encouraged to understand that it is normal to experience different reactions and are encouraged to discuss their questions and concerns. It is important to contextualise these feelings as normal responses to an abnormal situation.	Y		
Available resources are used to identify and support students and staff who exhibit signs of distress.	Y		
The training module on <a href="#">teaching about mental wellbeing</a> , will be completed by those staff who require this.	Y		
Behaviour will be managed as it normally would in order to encourage universal hygiene and new safety arrangements.	Y		



***General Arrangements***

General Arrangements	Arrangements have been put in place to ensure communication and collaboration between pupils, staff, staff representatives (e.g. unions) and parents. Communication routes are publicised and have been formally planned.	Y	Regular email contact with parents and staff from the school and Trust. Day-to-day communication with pupils as necessary.	
	The template letter (Communicating arrangements with parents and parent engagement (primary and Early Years or Secondary Settings) has been completed and sent to all parents/Carers, where required the setting has added additional information that has been identified in this risk assessment.	Y	Trust equivalent sent.	
	Parents have been communicated with regarding external wraparound care and extra-curricular providers, outlining the measures to look out for and the <a href="#">guidance for parents and carers has been shared to support their decision making</a>	Y	Rockpool before and after school care is continuing as normal.	
Visitors	Information about visitor arrangements are displayed in a suitable place where necessary, including information about social distancing, hygiene and not attending the person has symptoms. Where possible this information is also shared on the setting website or directly with visitors in advance.	Y		
Communicating safety arrangements	Site signage has been reviewed, referring to the following: <a href="#">temporary signs</a> for outside space	Y		
	Site changes such as entrances and exits will be identified where required	Y	Communicated to parents with email, signs in place and markings on floor.	
	Communication will include the use of recommended information on notice boards and throughout the setting, for example, handwashing, key staff notices	Y		
	The arrangements that have been put in place have considered additional and inclusive support measures where needed, for example, routes have been marked in braille or with other meaningful symbols.	Y		
	Instructions have been given to all users of hand sanitiser to ensure that they allow it to dry before going near to ignition sources or touching any surfaces as well as <a href="#">How to hand rub</a> .	Y		



	The <a href="#">COVID-19 Secure in 2020</a> notice is displayed to confirm that all required measures have been implemented.	Y	On the noticeboard at the front of the school.	
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**Staff Instruction**



All staff instruction	Staff have been instructed on the nature of COVID-19 and its transmission. The principles which are outlined in the compliance code and the local arrangements in place have been discussed with all staff and they have confirmed they understand the reason for the control measures that are required. A record is maintained by the setting which details all of the specific areas of instruction and training that have been provided for all members of staff.	Y	Informative webinar sent to all staff.	
	All staff have confirmed that they are confident in applying the control measures identified in this assessment.	Y		
	Staff have received appropriate instructions in relation to the specific measures that have been put in place in the setting (as detailed in this assessment) prior to the recovery phase.	Y		
	Staff have been advised that there is no need for anything other than normal personal hygiene and washing of clothing following a day in school.	Y		
	Staff have been involved in the practical implementation of this guidance (remotely where they are currently not in the setting).	Y		
	Staff have been given the opportunity to discuss and resolve any concerns that they have (prior to opening and during school activities).	Y		
	Staff have received instruction in the actions to take if they or a member of their household develops symptoms, how to arrange for testing and will share test results as soon as they are available.	Y		
	Staff confirm they will follow instructions that they are provided as a result of being advised to isolate through tracing arrangements.	Y		
	The setting has ensured that particular attention has been paid to new/inexperienced staff, trainees and those with additional significant role changes.	Y		

**Offices and other work spaces**



	<p>The following measures are applied where staff cannot work from home:</p> <ul style="list-style-type: none"> <li>• Furniture has been rearranged/marked as not to be used to prevent face to face working and create separation to enable distancing of staff.</li> <li>• Rooms are well ventilated (see section on ventilation)</li> <li>• Staff are cohorted in consistent working groups</li> <li>• Unnecessary items have been removed to support effective cleaning of the area</li> <li>• Hot desking is avoided</li> <li>• desks near busy circulation spaces are not used</li> <li>• Shared equipment has been moved to reduce group mixing such as printer location</li> </ul>	Y		
	<p>The following measures are implemented where the above measures cannot be followed:</p> <ul style="list-style-type: none"> <li>• additional work spaces are be allocated where possible</li> <li>• sharing of workspace is minimised and workspaces are thoroughly cleaned between users.</li> <li>• Consideration is given to individual risk assessments when considering who occupies different workspaces and shared facilities</li> <li>• Screens are installed as a last resort</li> </ul>	Y		

**Planning for emergencies**

Fire evacuation	Fire assembly points have been reviewed to ensure that pupils do not gather in groups, where required, separate assembly points have been introduced in order to prevent large gatherings in one place.	Y	Fire assembly point is large field so plenty of space.	
	Fire drills that are carried out encourage social distancing.	Y		
	Staff and pupils understand that in an emergency they must leave without delay	Y		
First aid – all settings	To support social distancing, staff will instruct an injured person about what to do for minor injuries if it is age appropriate	Y		
	Where close contact is required the first aider uses PPE as outlined in Personal Protective Equipment Guidance	Y		

### ***PPE and face coverings***

PPE	Arrangements are in place to ensure that PPE guidance is applied in line with the circumstances that are outlined only.	Y		
Face coverings	Pupils have been advised that it is mandatory to wear face coverings on public and school transport and where the exemptions to this apply	N/A		
	Where face coverings are worn to or in a setting, arrangements are in place to ensure they are used and stored in a hygienic way that does not increase the risk of transmission.	Y		
	Where face coverings are required within the premises either due to an increase in alert level or by educational setting decision these requirements and information relation to hygiene measures have been clearly communicated to all concerned	Y		

### ***Any other actions that are not listed above***




<b>Assessor's Name:</b> Caroline Richardson	<b>Manager's Name:</b>
<b>Position:</b> Academy Head	<b>Position:</b>
<b>Signature:</b> <i>C Richardson</i>	<b>Signature:</b>