



<b>School Name:</b>	COUNTY BRIDGE PRIMARY
<b>URN Number:</b>	104189

<b>Expectations as at the 1 June 2020</b>		
<b>Year Group</b>	<b>Will you be providing provision from the 1 June 2020 (Y or N)</b>	<b>Predicted number of pupils?</b>
Nursery	Y	1
Reception	Y	10
Year 1	Y	6
Year 6	Y	8

In addition to the priority year groups above there are currently a further 18 children falling into key worker or vulnerable pupils' category. Hence, a total of 42 children. All responses from key worker families in Years 2 to 5 now collated.

What are your 3 most significant risks identified in your risk assessment?	<ol style="list-style-type: none"> <li>1. Primary aged children are impossible to socially distance. To date, this has been a constant reminder to children ranging from EYFS to Year 6. EYFS children requiring nappy changing makes it impossible to avoid close contact and this is similar for older pupils who may require intimate care.</li> <li>2. The government's announcement that PPE is not required in schools creating an Intense fear of amongst staff, in particular (and pupils) for catching Covid-19 and this communicated by staff in emails when the PM advised of the wider opening of schools. A frontline Parent worker in Walsall Manor has advised school of the intensity of the virus and has refused to send her child to school. This fear plays a significant role in staff and pupil mental health and wellbeing.</li> <li>3. The knowledge that some of our parent community have not been adhering to the strict social distancing and lock down measures – observed by school staff and certain parents. The fear of this community allowed to mix with school and school staff and pupils is at the root of much anxiety in the school community as the virus could be transmitted via school staff and pupils to their families.</li> </ol>
Are there any additional issues you wish to flag with the LA in terms of	<ol style="list-style-type: none"> <li>1. Several members of staff falling into an older age category which raises their vulnerability but they do not</li> </ol>

<p>your ability to re-open?</p>	<p>have a letter to exempt them from work.          2. physical capacity in school is sound with such small numbers initially but this capacity would not be possible if the other year groups were to be included or numbers began to increase over the weeks.          3. some corridors are too narrow to observe social distancing or to create physical barriers          4. toilets shared between 4 year groups will pose an increased risk if and when all year groups are phased in. Currently only 14 children amongst these 4 year groups.          5. Incredibly concerning to see that Walsall is 'officially the Covid capital of the Black Country' as announced by B'ham Mail 4 days ago and it is currently the 14<sup>th</sup> local authority when identifying the number of cases per 100K. this is a concerning figure if we are considering opening schools in early June.</p>
<p>If you are not looking to extend provision from the 1 June what date have you discussed with your Governing Board as a possible date of extended opening?</p>	<p>The earliest we are looking to extend the provision from is 15<sup>th</sup> June and this is only if and when all safety measures, staff communication and training, the PPE provision is all in place. This has been agreed with the governors and has been communicated to parents. The governors are extremely worried about expecting both staff and pupils to work under extremely alien measures and the impact of this upon the staff and children's mental health and wellbeing. Children with EHCP who do not fall into the critically vulnerable or the critically extremely vulnerable are already in school on a daily basis</p>
<p>If you are not making a full offer, what provision is in place for pupils in these year groups?</p>	<p>ALL pupils have a comprehensive and differentiated learning programme (daily morning and afternoon lessons) via several online platforms. Curriculum coverage is ongoing daily and is matched up to their age-expected objectives. Teachers provide modelling of learning via video blogs.          Ongoing SENCo support for SEND pupils and parents. Whole school activities, such as sharing Captain Tom Moore's birthday, celebrating VE Day, etc... continued via the school's online platform.          Positive phone calls made by teachers to congratulate pupils for their excellent online learning.          Staff message parents regularly via Marvellous Me app and will call to support and help pupils on a weekly basis. Parent blogs are set up so parents have the option to communicate with staff too. Parents also communicate via emails to <a href="mailto:postbox@countybridge.walsall.sch.uk">postbox@countybridge.walsall.sch.uk</a>          Our vulnerable pupils have 1 to 1 blog with the BSW for supporting mental health and wellbeing and confidential</p>



	<p>work – viewable by DSL/DDSLs Safe and Well checks done twice weekly for vulnerable pupils and co-ordinated with Social workers. Further safe and well checks done for pupils deemed as vulnerable by the school but not open to multi-agency nor children’s services. Weekly ‘Super Learner’ identified in each class and Headteacher ‘announces’ this via the ‘SUPER LEARNER’ blog. SLT comment in all learning blogs for all classes ‘keeping an eye’ on any vulnerable children. Pupils who <u>do not have access to the internet</u> have photocopied work sheets sent home - matched to the curriculum objectives as much as possible. Laptops loaning available to pupils who may not have devices for use at home.</p>
<p>What factors, if any, are preventing you extending your offer to these year groups if you are not yet intending to open?</p>	<p>To ensure we open when it is entirely safe to open with all safety measures and provision in place. Many of our parents have asked to be contacted after a few weeks so they can decide nearer the time whether it is safe enough to send their children. Therefore, w/b 1<sup>st</sup> June, further phone calls have been made so parents can make an informed decision.</p>

Risk assessment for: Working safely during Coronavirus (staying COVID-19 secure)

Assessment date:

21/05/20

Name of assessor:

Mrs R PATEL

## RISK ASSESSMENT FOR COUNTY BRIDGE PRIMARY SCHOOL

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Building and class occupancy levels	TEACHER SUPPORT STAFF PUPIL Parent Community	<p>Consider</p> <ul style="list-style-type: none"> <li>Government guidance is that school groups should be no greater than 15 pupils or ½ the class. Supported by a teacher or teaching assistant working under the teachers lead, an additional teaching assistant may help with each group.</li> <li>The groups will form a cohort and should work together; being segregated from all other groups and individuals by social distancing of at least 2m</li> <li>Specific locations for each group to work in should be identified. If groups move between locations suitable cleaning and sanitising should be undertaken of each location after each use. This will need to include all equipment within the areas used</li> <li>Staff informed to keep 2m apart for other staff members who are not part of their cohort group</li> <li>Work areas have been assessed to ensure staff are at least 2m apart</li> <li>The occupancy has been reduced within the building. Staff who can work from home or other locations should do so</li> <li>Physical barriers have been put in place to promote the 2m social distancing</li> <li>Notices and marker tape are present in</li> </ul>	<ul style="list-style-type: none"> <li>'new' net capacity undertaken by caretaker &amp; HT</li> <li>Maximum of 10 children in each teaching area to maintain the 2meter social distancing rule and ensuring a safe 2meter distance for teacher and TA in Years 1 &amp; 6. In EYFS, no defined areas indicated by tables and chairs so a small group consisting of teacher and TA with a small consistent group of children. 'Mother Ducking' principle in operation. Same consistent group to follow the adults within their small group.</li> <li>HT, DHT, AHT &amp; School attendance officer call all parents in priority year groups to check if a school place will be taken and a clear idea of numbers from 8<sup>th</sup> June ascertained for each of the 4 priority year groups.</li> </ul>	H	<ol style="list-style-type: none"> <li>HT/ SBM/ SLT &amp; Caretaker</li> <li>22/5/20</li> <li>22/5/20</li> </ol>

		<p>circulation areas to encourage the 2m rule</p> <ul style="list-style-type: none"> <li>• Staff to have staggered arrival and departure times at work to reduce crowding into and out of the workplace or at pinch points</li> <li>• Non-teaching staff work from home if possible, if not dedicated work stations are identified for each staff member.</li> <li>• Hot-desking is discouraged, if this happens the area and equipment is fully sanitised before anyone else uses the desk</li> </ul>	<ul style="list-style-type: none"> <li>• Additional year group KW or Vuln Children taught as one group – similar to the last 8 weeks</li> <li>• Staff to remain in their classrooms at all times to avoid hot-desking</li> <li>• Staff who are not needed to be in school remain working from home, as much as is possible, providing online learning to all children. If staff in school, dedicated work stations in their own classrooms.</li> <li>• Perspex screen created between front-facing office personnel and also at the school's reception for parents &amp; visitors</li> <li>• All staff asked to avoid movement to and back from places inside school (especially office areas due to the narrow corridor space) and instead use internal phone system.</li> <li>• Notices and marker tapes present in all areas to encourage 2m distance rule</li> <li>• School will be open from 7:30am to 6pm and staff will arrive and depart within these times as they already do as there is no congestion.</li> <li>• Additional sanitising and cleaning will be undertaken to ensure areas are regular</li> </ul>		
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			<p>sanitised or cleaned between staff use. <b>Hot-desking to be strictly avoided.</b></p> <ul style="list-style-type: none"> <li>Our caretaker will be provided additional hours to remain on site for regular and additional cleaning during the day</li> </ul>		
Segregation of pupils	TEACHER SUPPORT STAFF PUPIL Parent Community	<p>Consider</p> <ul style="list-style-type: none"> <li>How students can be organised into suitable groups as advised by the government and DfE</li> <li>Staggering arrival and departure times for each group to ensure that there is social distancing between groups</li> <li>Each group having a dedicated work space and remain within this work space for the majority of lessons</li> <li>Having tables and work stations as far apart as possible</li> <li>Having one way systems around the school to support social distancing. If this is not possible in corridors where students or staff may cross a solid barrier could be installed dividing the two sides of the corridor. (consideration should be given to fire safety and there may need to be a review of the fire risk assessment)</li> </ul>	<ul style="list-style-type: none"> <li>Groups organised to mostly remain in their classes with their teachers and TAs (see plan above) but determined by parents choosing to send their child</li> <li>Staggered arrival and departure times for different year groups – <b>to be reviewed as numbers increase over time:</b>  <b>8:30-2:30 Years 5/6</b>  <b>8:45-2:45 Years N &amp; Rec</b>  <b>9:00-3:00 Years 1/2</b>  <b>9:15-3:15 Years 3/4</b>            Parents with children in more than one year group to drop off/collect ALL children at the same time (as agreed with SLT)</li> <li>Children to adequately space out for cloakroom space with such small numbers initially. However, once larger numbers children to place coats on back of chairs or have no coat in warm weather months.</li> </ul>	H	<ol style="list-style-type: none"> <li>HT/SLT</li> <li>4/6/20</li> <li></li> </ol>

			<ul style="list-style-type: none"> <li>• Children to use same table and chair every day and will remain in the same place to have their snack and lunch – strictly observing the 2m social distancing rule</li> <li>• ALL pupils to have individual stationary pack fetched out/put away at start/end of day from their personal trays. STRICTLY no sharing of resources.</li> <li>• Parents to leave/collect pupils at the school gate at designated times (see timings above). Staff to receive/handover pupils at the gate.</li> <li>• One way system on the outside of the building marked out using arrows.</li> <li>• Impossible to mark out some of the narrow office area corridors.</li> <li>• All pupil entry points are from external doors directly into the classroom /cloakroom area to avoid movement around the school and similarly exit points will be directly from classroom to external areas</li> </ul>		
<p>Staff and parent interaction. (Including meetings)</p>	<p>TEACHER SUPPORT STAFF Parent Community</p>	<p>Consider</p> <ul style="list-style-type: none"> <li>• Advising parents that access to the school is limited and that only one parent should escort a child to school or collect a child from school</li> <li>• Setting up guidelines for parents to contact the school and specific teachers; including,</li> </ul>	<ul style="list-style-type: none"> <li>• Initial letter to parents w/b 18/5/20 informing them of key changes from 1<sup>st</sup> June</li> <li>• Phone calls home to every parent in the priority year groups w/b 18/5/20</li> <li>• Text sent to existing KW</li> </ul>	<p>H</p>	<p>1.HT to inform parents 2.1/6/20 3.</p>

		<p>telephone, website and social media contacts</p> <ul style="list-style-type: none"> <li>• Informing parents that they are only allowed onto the school grounds at specified times for drop off and collection</li> <li>• If meetings are required with parents they are done using ICT systems in the first place. If face to face meetings are needed these are conducted in the open air if possible observing social distancing. Where this is not practicable the meeting should take place in a large room or area within the school, ensuring that there is ample fresh air perhaps with opening windows and social distancing observed</li> <li>• Using remote working tools to avoid in-person meetings</li> <li>• Only absolutely necessary participants should attend meetings and should maintain 2m separation throughout</li> <li>• Avoid any sharing of work equipment including pens/paper etc.</li> <li>• Hold meetings outdoors or in a well ventilated room if they are essential meetings</li> <li>• Using floor signage to ensure that social distancing is enforced</li> </ul>	<p>and vulnerable parents and carers to communicate changes from 1<sup>st</sup> June – children to be left at the school gates to staff of CB</p> <ul style="list-style-type: none"> <li>• Additional letter to be sent to priority year groups in the week beginning 1<sup>st</sup> June to re-communicate the key changes in school in preparation for an opening to priority year groups on 15<sup>th</sup> June. This letter will include limitations and protocols for school visits, contact and communication with staff as well as start and end times.</li> <li>• All face to face meetings with parent (only one parent) are strictly by appointment only</li> <li>• ALL parent meetings or any other meeting must take place in the community room with all windows <b>open</b></li> <li>• Pen pots for parents &amp; visitors created (used and unused) to rotate use so to avoid sharing staff pens but to avoid cross-contamination between parents/visitors. Sanitise pens after each use.</li> <li>• Clear signage and markers outside the school's reception area and inside the school</li> </ul>		
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<p>Staff and Staff interaction</p>	<p>TEACHER SUPPORT STAFF PUPIL Parent Community</p>	<p>Consider</p> <ul style="list-style-type: none"> <li>Instructing staff members to adhere to social distancing at all times</li> <li>Having reminders and notices clearly displayed a critical points around the building including staff only areas</li> <li>Staggering break times for all staff to make social distancing easier</li> </ul>	<ul style="list-style-type: none"> <li>Strict 2m social distancing rule communicated and highlighted in each weekly staffing email from Headteacher to ALL staff.</li> <li>Staff asked to avoid walking to any of the areas within the school for messages, etc... and instead asked to telephone – especially to avoid office areas as they are already max capacity</li> <li>Social distancing posters around school, staff room and in classrooms too</li> <li>Break times are staggered as follows: Y5/6 10-10:15 Y1/2 10:15-10:30 Y3/4 10:30-10:45 ALL staff will be required to take their class out for break times and ensure both year groups remain separated.</li> <li>Lunch times are staggered so staff lunch time is also staggered – outdoor quad area, reading area, library area and staff room available for staff lunch times but staff to strictly observe 2m social distancing rule.</li> </ul>	<p>M</p>	<ol style="list-style-type: none"> <li>HT to staff in staff meeting</li> <li>20/5/20</li> <li>20/5/20</li> </ol>
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<p>Statutory and best practice inspections</p>	<p>TEACHER SUPPORT STAFF PUPIL Parent Community Contractor</p>	<p>Consider</p> <ul style="list-style-type: none"> <li>• Prior to reopening completing a check of all statutory compliance using Walsall Council's statutory and best practice check available on 'Walsall Link'</li> <li>• Statutory and best practice checks will be completed taking into account the controls highlighted within this risk assessment and the contractors own risk assessment</li> </ul>	<ul style="list-style-type: none"> <li>• HT, SBM &amp; Caretaker to ensure all statutory compliance checks are up to date.</li> <li>• External audit of trim trail outstanding but a check carried out by caretaker (reason outstanding is contractor is ill). Ch to not use until this is done.</li> </ul>	<p>M</p>	<p>1. SBM/ caretaker  2.26/5/20  3.26/5/20</p>
<p>Contamination on surfaces including toys and equipment</p>	<p>TEACHER SUPPORT STAFF PUPIL</p>	<p>Consider</p> <ul style="list-style-type: none"> <li>• Removing all soft furnishings which may be difficult to clean</li> <li>• Removing and isolating all soft toys or toys which may have parts which are difficult to clean</li> <li>• Ensuring that all surfaces and equipment is suitably sanitised between each group use. This should include all outside play equipment and toys</li> <li>• Ensuring that all surfaces are sanitised at the end of each day</li> </ul>	<ul style="list-style-type: none"> <li>• ALL staff to ensure all classroom areas have been decluttered and all soft furnishings have been removed. Final check to be undertaken by HT/SLT/SBM on 12/06</li> <li>• ALL staff to ensure all soft toys or intricate toys are removed and stored away</li> <li>• Teachers and TAs to have sanitiser and wipes to ensure surfaces are wiped out throughout the day, including push plates, door handles, etc... Teachers and TAs to wipe down iPads/laptops at the end of each day and at the start before distributing equipment to pupils</li> <li>• Cleaners/caretaker to ensure all surfaces are sanitised, as also is the back of pupils' chairs, door handles, rails, push plates, light switches, etc...</li> </ul>	<p>H</p>	<p>1.ALL STAFF  2.12/6/20  3.</p>

<p>Lack of effective cleaning</p>	<p>TEACHER SUPPORT STAFF PUPIL</p>	<ul style="list-style-type: none"> <li>• Cleaning programmes have been reviewed and enhanced to ensure that all areas are sanitised at least daily</li> </ul> <p>Consider</p> <ul style="list-style-type: none"> <li>• What cleaning needs to be undertaken prior to reopening if the school or areas of the school have been closed or used previously</li> <li>• Introducing enhanced cleaning of all facilities throughout the day and at the end of each day</li> <li>• Frequent cleaning of work areas, class rooms and equipment between uses, using your usual cleaning products. Frequent cleaning of objects and surfaces that are touched regularly, such as door handles, surfaces and keyboards, and making sure there are adequate disposal arrangements. Clearing workspaces, class rooms and removing waste and belongings from the work area, class room at the end of the day</li> <li>• Limiting or restricting use of high-touch items and equipment, for example, printers or whiteboards. If you are cleaning after a known or suspected case of COVID-19 then you should refer to the specific guidance. <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-health">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-health</a></li> </ul>	<ul style="list-style-type: none"> <li>• High frequented busy areas to be cleaned/sanitised after each break time by the on-site caretaker</li> <li>• Meeting with HT, SBM and caretaker to identify a daily plan for cleaning throughout the day</li> <li>• Teachers, TAs and lunch time supervisors wipe down surfaces throughout the day</li> <li>• Ipads/laptops used to wiped down</li> <li>• Daily selection of books out and then sanitised before placing away. A rota of books created for each day's use – these are stored away and brought out the following week.</li> <li>• Children/staff avoid touching interactive whiteboard – (DO NOT WIPE DOWN IWB USING SANITISING WIPES)</li> <li>• Weekly deep cleaning introduced on Friday afternoons. Staff to support the cleaning of resources and cleaners to undertaker a deep clean including wiping down of exposed low-level wall areas where staff/children may have touched.</li> </ul>	<p>H</p>	<p>1.HT/SBM/ caretaker – caretaker to discuss requirements with cleaners</p> <p>2.1/6/20</p> <p>3.</p>
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<p>Lack of effective ventilation</p>	<p>TEACHER SUPPORT STAFF PUPIL</p>	<p>Consider</p> <ul style="list-style-type: none"> <li>• If any ventilation equipment needs maintenance prior to reopening or recommissioning if this has been turned off during a close down</li> <li>• Checking whether you need to service or adjust ventilation systems, for example, so that they do not automatically reduce ventilation levels due to lower than normal occupancy levels.</li> <li>• Opening doors and windows frequently to increase ventilation where possible</li> <li>• Most air conditioning system do not need adjustment, however where systems serve multiple buildings or you are unsure, advice can be sought from your heating ventilation and air conditioning (HVAC) engineers or advisers</li> </ul>	<ul style="list-style-type: none"> <li>• School has not been closed</li> <li>• As part of daily opening, caretaker to open classroom windows at start of day to begin ventilation of school and staff to close windows at the end of day.</li> <li>• Ensure all areas are well ventilated throughout the day</li> </ul>	<p>M</p>	<ol style="list-style-type: none"> <li>1. ALL staff/ caretaker</li> <li>2. 22/5/20 Daily opening of windows</li> <li>3. 22/5/20</li> </ol>
<p>Personal Hygiene, toilet, shower and changing facilities</p>	<p>TEACHER SUPPORT STAFF PUPIL</p>	<ul style="list-style-type: none"> <li>• Handwashing facilities are available to all staff. These include those in the following locations: Toilets kitchen Classroom sinks Staff room</li> <li>• Hand sanitisers have been made available at the following locations: Reception Entry/exit point of every classroom Dining hall</li> </ul> <p>Consider</p> <ul style="list-style-type: none"> <li>• Using signs and posters to build awareness of good handwashing technique, the need to avoid touching your face and the need to cough or sneeze into your arm</li> <li>• Make signage pupil friendly and ensure that the signage is suitable for anyone with a disability within the school, e.g., Braille or pictorial</li> <li>• Providing regular reminders and signage to maintain hygiene standards</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers/TAs to include direct teaching of personal hygiene, handwashing, correct toilet protocols within the curriculum. Teachers to teach the children how to behave at break times, lunch times, start and end of day, etc... and all children to understand the 'bubble' concept. New behaviour expectations communicated explicitly to all children in school.</li> <li>• Handwashing – length of time and procedure included in direct teaching with reference to the posters displayed in classrooms and around school</li> <li>• Posters (e-bug) displayed in</li> </ul>	<p>H</p>	<ol style="list-style-type: none"> <li>1. ALL staff/HT Caretaker/SBM</li> <li>2. 5/6/20</li> <li>3.</li> </ol>

		<ul style="list-style-type: none"> <li>• Providing hand sanitiser in multiple locations in addition to washrooms</li> <li>• Providing tissues, bins and sanitiser within each group area to encourage pupils to 'Catch it, Bin it, Kill it'</li> <li>• Setting clear use and cleaning guidance for toilets to ensure they are kept clean and social distancing is achieved as much as possible</li> <li>• Enhancing cleaning for busy areas</li> <li>• Minimising use of portable toilets</li> <li>• Providing more waste facilities and more frequent rubbish collection</li> <li>• Where shower and changing facilities are required, setting clear use and cleaning guidance for showers, lockers and changing rooms to ensure they are kept clean, clear of personal items, and social distancing is achieved as much as possible</li> <li>• Changing facilities should be sanitised after each group use</li> <li>• Enhancing cleaning for busy areas.</li> <li>• Providing more waste facilities and more frequent rubbish collection.</li> <li>• Where possible, providing paper towels as an alternative to hand dryers in handwashing facilities</li> </ul>	<p>every classroom</p> <ul style="list-style-type: none"> <li>• Ensure children are able to understand and verbalise procedures of personal hygiene, handwashing, 'catch it, bin it, kill it'</li> <li>• Ensure pupils are clear about the use of toilets and social distancing within the communal hand wash areas</li> <li>• Daily cleaning undertaken between breaks; after the children have arrived, after morning break, after lunch</li> <li>• Increase rubbish collection</li> <li>• Children only to change footwear for PE – limit back and forth of PE shoes between home and school - to remain in school for a whole week.</li> <li>• Nappy changing, intimate care, first aid, safeguarding, behaviour policies updated with a Covid 19 addendum.</li> <li>• Staff to ensure changing areas are sanitised after each use</li> <li>• Hand towels are provided in every classroom area and replenished daily by cleaning staff</li> </ul>		
<p>Staff at increased risk from the virus</p>	<p>TEACHER SUPPORT STAFF PUPIL</p>	<ul style="list-style-type: none"> <li>• Government guidance re shielding, higher risk groups, and the impact of COVID-19 are followed</li> <li>• Staff who have been advised to shield are advised to work from home</li> </ul>	<ul style="list-style-type: none"> <li>• Three members of staff are critically extremely vulnerable so shielding and continue to work from home</li> <li>• Two critically vulnerable staff have sought advice</li> </ul>	<p>H</p>	<p>1.Individual staff/ HT 2.24/3/20 3.24/3/20</p>

		<p>Consider</p> <ul style="list-style-type: none"> <li>Whenever possible, vulnerable workers should be considered for roles where they can work from home.</li> <li>That clinically vulnerable workers should work from home if possible if not then consider moving clinically vulnerable workers into lower risk activities where they have the highest chance of remaining 2m away from others</li> <li>Providing support for workers around mental health and wellbeing. This could include advice or telephone support.</li> </ul>	<p>from GP to support staff decision to continue to work in school. Where possible, a letter is sought to confirm the GP decision</p> <ul style="list-style-type: none"> <li>Provide reassurance from parents that if their children are in school then they are reassuring school staff that they are adhering strictly to social distancing rules to not jeopardise the safety of staff and children within their group – to include in parent letter and ask parents to sign. (School staff insurance company will provide a comprehensive wellbeing services for staff offering a wide range of mental health support.)</li> </ul>		
Pupils at an increased risk from the virus	TEACHER SUPPORT STAFF PUPIL	<p>Consider</p> <ul style="list-style-type: none"> <li>Pupils identified as needing to shield not attending school, additional arrangements would need to be made for their education</li> <li>Pupils who are clinically vulnerable – medical advice should be followed to identify if they should attend school and what controls needs to be implemented</li> <li>Pupils living with someone who is shielding – only attend school if stringent social distancing can be guaranteed and the pupil can understand to follow the instruction. If not they should not attend school</li> </ul>	<ul style="list-style-type: none"> <li>Pupils at increased risk to not attend – online learning to continue for all children</li> <li>Any children deemed vulnerable, SENCO to ensure that medical practitioner advice is sought prior to agreeing for child to attend</li> <li>Assurance from parents that strict adherence to social distancing is observed if their child is in school – parent letter signed agreement</li> </ul>	M	<p>1.HT/SENCo/ Parent/Health professional</p> <p>2.5/6/20</p> <p>3.</p>

<p>Visitors and contractors</p>	<p>TEACHER SUPPORT STAFF PUPIL Contractors Visitors</p>	<ul style="list-style-type: none"> <li>• Visitors are advised not to come to the school location if they have any symptoms as identified by the NHS</li> <li>• Visitors are limited where possible and asked to call in advance prior to coming to the site</li> <li>• Visitors are asked to respect the 2m distance at all times</li> <li>• At interaction locations a physical barrier is in place (e.g. screens and panels)</li> <li>• Sanitation and hand washing is available for visitors</li> </ul> <p>Consider</p> <ul style="list-style-type: none"> <li>• Encouraging visits via remote connection/working where this is an option</li> <li>• Limiting the number of visitors at any one time</li> <li>• Determining if schedules for essential services and contractor visits can be revised to reduce interaction and overlap between people (for example, carrying out services at night)</li> <li>• Maintaining a record of all visitors, if this is practical</li> <li>• Revising visitor arrangements to ensure social distancing and hygiene. For example where someone physically signs in with the same pen in reception</li> </ul>	<ul style="list-style-type: none"> <li>• Signage clearly displayed in school's reception</li> <li>• Office staff to routinely ask visitors to complete a declaration form regarding them or family member having Covid-19 symptoms.</li> <li>• All visitors to attend via appointment only.</li> <li>• ALL staff to repeat social distancing expectations to visitors to ensure adherence.</li> <li>• Visitor screen fitted at front desk</li> <li>• Sanitiser available at school's reception for every visitor</li> <li>• Pen pots for parents &amp; visitors created (used and unused) to rotate use so to avoid sharing staff pens but to avoid cross-contamination between parents/visitors.</li> <li>• All visitors log maintained by office staff via the electronic sign-in. Office staff to check that these are logged on to the system. To print off daily.</li> </ul>	<p>H</p>	<p>1.Office Staff/ Caretaker</p> <p>2.5/6/20</p> <p>3.</p>
<p>Staff with symptoms of the virus</p>	<p>TEACHER SUPPORT STAFF PUPIL</p>	<ul style="list-style-type: none"> <li>• Staff who have any symptoms are advised not to attend work and should make contact with their manager and NHS services for further advice</li> <li>• Staff with symptoms may still be able to work from home and this should be agreed on a case by case basis dependant on the individual and</li> </ul>	<ul style="list-style-type: none"> <li>• Procedures for protocols agreed and shared with ALL staff</li> <li>• Conversation between HT and staff member</li> <li>• Gov.uk guidance followed if a child/staff member tests</li> </ul>	<p>H</p>	<p>1.HT - guidance &amp; protocols shared with ALL staff</p> <p>2.5/6/20</p> <p>3.</p>

		<p>their role</p> <ul style="list-style-type: none"> <li>If a staff member becomes unwell whilst at work they should be advised immediately to go home and to contact the NHS services</li> </ul>	<p>positive all the class/group will be sent home and advised to self-isolate for 14 days.</p> <p>If a child/staff member develop symptoms consistent of coronavirus they should be sent home to self-isolate for 7 days with their fellow household members isolating for 14 days – staff and pupils encouraged to be tested in this scenario. If negative, then return to setting</p> <ul style="list-style-type: none"> <li>At CB, if anyone develops symptoms, ALL staff and children in the group will be asked to immediately self-isolate and seek to be tested</li> </ul>		
Pupils with Symptoms of the virus	TEACHER SUPPORT STAFF PUPIL	<ul style="list-style-type: none"> <li>If a student starts to show symptoms of COVID 19, they should be sent home immediately</li> <li>Whilst waiting collection by a parent/guardian the pupil should be moved to an isolated room where a window can be opened to provide fresh air.</li> <li>If they need to use a bathroom they must use one dedicated bathroom and this must be thoroughly sanitised following the use</li> <li>Suitable PPE including Apron, Goggles, moisture resistant face mask and gloves</li> <li>Staff and pupils who engage with the person showing symptoms should be encouraged to wash their hand immediately following the min washing of 20 seconds and using the correct technique</li> </ul>	<ul style="list-style-type: none"> <li>Procedures are shared and ALL staff are aware of the correct procedures and protocols whether they are in school or at home</li> <li>PPE is sourced <b>but not yet arrived</b></li> <li>Gov.uk guidance followed if a child/staff member tests positive all the class/group will be sent home and advised to self-isolate for 14 days.</li> <li>If a child/staff member develop symptoms consistent of coronavirus they should be sent home to self-isolate for 7 days</li> </ul>	H	<p>1. HT - guidance &amp; protocols shared with ALL staff</p> <p>2.5/6/20</p> <p>3.</p>



			<p>with their fellow household members isolating for 14 days – staff and pupils encouraged to be tested in this scenario. If negative, then return to setting</p> <ul style="list-style-type: none"> <li>• At CB, if anyone develops symptoms, ALL staff and children in the group will be asked to immediately self-isolate and seek to be tested</li> <li>• Temperature logs undertaken for pupils throughout the day; entry, before lunchtime, end of day and if/when symptoms arise</li> <li>• Temperature logs undertaken by staff x1 daily</li> <li>• Pupils with symptoms isolated in community room with adequate ventilation – visitor toilet to be used only and supervising staff members to have full PPE.</li> <li>• Full PPE kit to be stored in the main office.</li> </ul>		
Deliveries and collections	TEACHER SUPPORT STAFF PUPIL Service Contractors Visitors	Consider <ul style="list-style-type: none"> <li>• Revising pick-up and drop-off collection points, procedures, signage and markings</li> <li>• Minimising unnecessary contact with staff and delivery staff for example non-contact deliveries where the nature of the product allows for use of electronic pre-booking</li> <li>• Ordering larger quantities of inbound materials less often to reduce deliveries</li> <li>• Where possible and safe, having single</li> </ul>	<ul style="list-style-type: none"> <li>• All contractors to be made aware of protocols with signage</li> <li>• Deliveries are non-contact and are left in the reception area, dated, removed into the community room and opened after a number of days, as agreed.</li> <li>• If welfare facilities – strictly visitors toilets only - are</li> </ul>	H	1.SBM/Office Staff/caretaker  2.5/6/20  3.

		<p>employees load or unload vehicles</p> <ul style="list-style-type: none"> <li>• Where possible, using the same pairs of people for loads where more than one is needed</li> <li>• Enabling drivers to access welfare facilities when required, consistent with other guidance</li> <li>• Encouraging drivers to stay in their vehicles where this does not compromise their safety and existing safe working practice, such as preventing drive-aways</li> <li>• Cleaning procedures for equipment, tools and vehicles after each shift and after each use of shared equipment, for example pallet trucks and trolleys</li> <li>• Nearby supply of hand sanitiser for employees to use handling deliveries when handwashing is not practical</li> <li>• Regular cleaning of reusable delivery boxes</li> </ul>	<p>accessed then they are cleaned immediately, where possible</p>		
Access and Egress	TEACHER SUPPORT STAFF PUPIL Parent Community	<p>Consider</p> <ul style="list-style-type: none"> <li>• Staggering arrival and departure times at work/ school to reduce crowding into and out of the workplace</li> <li>• Providing additional parking or facilities such as bike-racks</li> <li>• Reducing congestion, for example by having more entry points to the school and entry points dedicated to single groups if possible</li> <li>• Is there a direct entrance into the learning area from outside to reduce the need for moving around within the building</li> <li>• Providing handwashing (or hand sanitation where not possible) at entry and exit points. Ensure that these are used when both children and adults enter the building</li> <li>• Providing alternatives to touch-based security devices such as keypads</li> <li>• Providing more storage for employees for clothes and bags</li> </ul>	<ul style="list-style-type: none"> <li>• One way system established for start and end times of the day. Children and staff to follow this system.</li> <li>• Children start and end times staggered to minimise congestion at the school gate.</li> <li>• Parents asked, via letter, to strictly observe social distancing outside school gates.</li> <li>• Every year group has its own external entry point and children use hand washing or sanitiser as soon as they enter the building.</li> <li>• Staff to store personal belongings in store</li> </ul>	H	<p>1.HT to inform ALL staff and parents Staff to inform pupils through their online teaching</p> <p>2.5/6/20</p> <p>3.</p>

		<ul style="list-style-type: none"> <li>Using markings and introducing one-way flow at entry and exit points</li> <li>Making sure that people with disabilities are able to access lifts and other areas of the building</li> </ul>	<ul style="list-style-type: none"> <li>cupboards.</li> <li>Dinner supervisory staff to come ready in uniform.</li> <li>Protocols shared with ALL staff.</li> </ul>		
Common areas	TEACHER SUPPORT STAFF PUPIL	<p>Consider</p> <ul style="list-style-type: none"> <li>Staggering break times to reduce pressure on break rooms or places to eat</li> <li>Using outside areas for breaks</li> <li>Creating additional space by using other parts of worksite or building that have been freed up by remote working or other pupils who are not at school</li> <li>Using protective screening for staff in receptions, dinner halls or similar areas</li> <li>Reconfiguring seating and tables to maintain spacing and reduce face-to-face interactions and maintain the 2m social distancing where possible</li> <li>Considering use of social distance marking for other common areas such as toilets, showers, lockers and changing rooms and in any other areas where queues typically form</li> <li>Identify specific toilet areas for specific groups</li> <li>Staggering break times to reduce pressure on break rooms or dinner halls. Also consider serving lunches within the learning area</li> <li>Using safe outside areas for breaks</li> <li>Encouraging workers to bring their own food</li> <li>Encourage all personal items to be stored in lockers or pegs within the group area</li> </ul>	<ul style="list-style-type: none"> <li>Break times are staggered: Y1/2 10:15-10:30 Y5/6 10:00-10:15 Y3/4 10:30-10:45 Areas of the playground will be split so both year groups/classes are not mixing together.</li> <li>Only reception pupils will be having lunch in the dining hall.</li> <li>Caretaker to mark out dining chairs with ticks and crosses to ensure pupils only sit on chairs observing the 2m social distancing rule.</li> <li>Social distancing markers visible throughout common areas.</li> <li>Toilets use as follows: Nurs – Nurs toilets Rec/Y1 – Rec toilets Y2/3/4/5 main KS2 toilets Y6 – Y6 toilets Additional consideration when ALL year groups are in school</li> </ul>	H	<p>1.HT/SLT/ALL Staff DHT to identify playground areas for break and lunch &amp; inform ALL staff</p> <p>2. 5/6/20</p> <p>3.</p>

<p>Moving around the building</p>	<p>TEACHER SUPPORT STAFF PUPIL</p>	<p>Consider</p> <ul style="list-style-type: none"> <li>Reducing movement by discouraging non-essential trips within buildings, for example, restricting access to some areas, encouraging use of radios, dedicate specific areas and toilets for each group</li> <li>Reducing job and equipment rotation. If any equipment is shared this should be sanitised before being used by another group or staff member</li> <li>Introducing more one-way flow through buildings</li> <li>Stagger the group arrival, break and leaving times to ensure that groups don't mix</li> </ul>	<ul style="list-style-type: none"> <li>Pupils' movement restricted to mainly their classroom and toilet.</li> <li>Staff movement restricted – messages be relayed via internal phone as much as possible.</li> <li>Main office avoided and also narrow office corridor avoided, where possible.</li> <li>One-way established outside the building but not possible inside the building.</li> <li>Staggered start, end, break and lunchtimes. All pupils in Y1 to 6 to remain in classroom for lunch. Teachers, TAs &amp; lunch supervisors to collect and bring lunch.</li> <li>Lunch supervisors to wipe and sanitise surfaces after lunch – pupils to remain in their own seat. One wipe used per table to avoid cross-contamination.</li> </ul>	<p>H</p>	<p>1.HT inform staff in staff meeting 2.20/5/20 3.20/05/20</p> <p>Repeat this in the first week after the half term and staff to share the messages with pupils</p>
<p>Work places and work stations</p>	<p>TEACHER SUPPORT STAFF PUPIL</p>	<ul style="list-style-type: none"> <li>Workstations allow staff to maintain social distancing wherever possible</li> <li>Workstations are assigned to an individual as much as possible. If they need to be shared they should be shared by the smallest possible number of people</li> <li>If it is not possible to keep workstations 2m apart, then extra attention needs to be paid to equipment, cleaning and hygiene to reduce risk</li> </ul> <p>Consider</p>	<ul style="list-style-type: none"> <li>Screen placed between two employees working face-to-face.</li> <li>Workstations allocated to all teachers and TAs to have a designated area with either a laptop or iPad.</li> <li>Additional workstations available if staff need to work in school but away from the class.</li> </ul>	<p>H</p>	<p>1.HT/DHT to inform staff 2.5/6/20 3.</p>

		<ul style="list-style-type: none"> <li>• Reviewing layouts, line set-ups or processes to let employees work further apart from each other</li> <li>• Using floor tape or paint to mark areas to help employees keep to a 2m distance</li> <li>• Avoiding employees working face-to-face. For example, by working side-by-side or facing away from each other with a 2m distance between them</li> <li>• Using screens to create a physical barrier between people</li> <li>• Avoid using hot desks and share workstations. If this is not possible additional cleaning should be put in place between each user</li> </ul>			
Meetings	TEACHER SUPPORT STAFF PUPIL	<p>Consider</p> <ul style="list-style-type: none"> <li>• Using remote working tools to avoid in-person meetings</li> <li>• Only absolutely necessary participants should attend meetings and should maintain 2m separation throughout</li> <li>• Avoid any sharing of work equipment including pens/paper etc.</li> <li>• Hold meetings outdoors or in a well ventilated room if they are essential meetings</li> <li>• Using floor signage to ensure that social distancing is enforced</li> </ul>	<ul style="list-style-type: none"> <li>• All meetings are held virtually, where possible, with whole staff or teaching staff.</li> <li>• Where whole staff meetings are held, they must be in larger areas with adequate ventilation.</li> <li>• Meetings with a smaller number of staff (4/5) to ensure social distance is adhered to.</li> </ul>	M	<p>1.HT has set up virtual meeting platform for teachers and governors</p> <p>2.22/5/20</p> <p>3.22/5/20</p>
Accidents, incidents and emergencies	TEACHER SUPPORT STAFF PUPIL	<p>(In emergencies social distancing should be observed if possible, but this may not always be possible. As a minimum consider the following.)</p> <p>Consider</p> <ul style="list-style-type: none"> <li>• Reviewing the number of first aiders, fire marshals and Evac chair operators required if the building occupancy and use has changed</li> <li>• Checking that first aid and fire safety provision and equipment is adequate for the new working</li> </ul>	<ul style="list-style-type: none"> <li>• Accidents recorded and actioned as per normal but staff members to be in PPE when in close proximity to pupils.</li> <li>• 2m distance markers in playground assembly point in preparation for fire drill in first week. Shortage of Fire Marshall due to staff isolating – recruit and train</li> </ul>	H	<p>1.HT &amp; SBM to review fire marshalls and assembly point/ Caretaker to ensure markings on the playground/ All PFA staff to observe requirements for</p>

		<p>environment</p> <ul style="list-style-type: none"> <li>• A rota system for first aid qualified staff, fire marshals and Evac chair operators, to ensure that they are available during the operating hours and accessible to all areas of the building or work area</li> <li>• Review the location of the assembly point and if this needs to be changed to allow for social distancing</li> <li>• Ensure adequate PPE if provided for use of staff in all emergencies including first aid and fire</li> <li>• What sanitation systems will you need to put in place following an emergency? E.g. equipment cleans for Evac chairs, radios, etc.</li> <li>• Ensure that any fire safety systems that have not been tested during lockdown are tested asap – such as fire alarm including the operation of electronically locked doors and emergency green box over rides, self-closing doors held open on electro magnets, emergency lighting, sprinklers, automatic smoke vents etc.</li> <li>• Adequate means of escape must be maintained even if the building is not fully occupied – occupants must have a primary escape route plus a secondary route in case the primary route is unavailable due to fire or smoke</li> <li>• One way systems that have been put in place may have to be abandoned in the event of fire</li> <li>• Keys to external gates must be available to occupiers</li> <li>• Check that fire exits open easily – especially doors operated by push bars as they can ‘stick’.</li> <li>• Laptop trolleys should not be left switched on overnight unless controlled by timers</li> <li>• Amend the fire action plan if necessary to incorporate reduced staffing levels – i.e. those</li> </ul>	<p>an additional member?</p> <ul style="list-style-type: none"> <li>• Plenty of PFA qualified staff to ensure staff and pupils safety and ensure all staff are aware of the PPE requirements.</li> <li>• FULL PPE provided for named PFA staff to ensure the shields as well as gloves, aprons, masks are available. ALL staff aware of WHO these identified staff members are.</li> </ul>		<p>PPE when dealing with accidents and emergencies/Ht to ensure a PFA on site</p> <p>2.5/6/20</p> <p>3.</p> <p>1. HT/SBM ensure a fire drill has taken place</p> <p>2. 12/6/20</p> <p>3.</p>
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		<p>staff with specific roles in a fire evacuation may not be present</p> <ul style="list-style-type: none"> <li>• Check whether servicing of fire safety equipment is due or has been missed</li> <li>• If skips are to be used to dispose of unwanted items, site them at least 6 metres from the building</li> <li>• In the event of CPR needing to be performed the Resuscitation Council (UK) guidance should be followed. Suitable PPE should be worn by the first aider (e.g. FFP3 face mask, disposable gloves, eye protection)</li> <li>• If there is a perceived risk of infection, rescuers should place a cloth/towel over the victims mouth and nose and attempt compression only CPR and early defibrillation until the ambulance (or advanced care team) arrives</li> <li>• For a Paediatric casualty – There is an acceptance that doing rescue breaths will increase the risk of transmitting the COVID-19 virus, either to the rescuer or the child/infant. However, this risk is small compared to the risk of taking no action as this will result in certain cardiac arrest and the death of the child. The advice from the Resuscitation Council (UK) is that rescue breaths should be undertaken as ventilations are crucial to the child's chances of survival</li> </ul>	<ul style="list-style-type: none"> <li>• DHT to check with LA ICT regarding charging units left overnight to charge devices and purchase timer switches.</li> <li>• H &amp; S Lead and HT to amend fire action plan to incorporate staff shortage.</li> </ul>		
<p>Parent queuing outside school</p>	<p>TEACHER SUPPORT STAFF PUPIL Parent Community</p>	<p>Consider</p> <ul style="list-style-type: none"> <li>• Can parents and guardians safely queue outside the school while waiting to drop off or collect children</li> <li>• Parents may have other children with them and it may not be suitable to queue alongside a busy road</li> <li>• Implementing markers to identify the 2m spacing in waiting areas outside the school and within the school grounds</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate to parents to observe the 2m social distancing rule outside the school gate.</li> <li>• ALL staff to remind parents if and where necessary.</li> </ul>	<p>H</p>	<p>1.HT/SLT/office staff/Caretaker out by the school gate daily – am &amp; pm</p> <p>2. procedures understood by 5/6/20</p> <p>3.</p>

		<ul style="list-style-type: none"> <li>When staff open and close gates they either wear gloves or sanitise and wash hands before and after touching the gates</li> </ul>			
Transport to and from school	TEACHER SUPPORT STAFF PUPIL Parent Community	<p>Consider</p> <ul style="list-style-type: none"> <li>Encourage pupils to travel to school via walking, cycling or private vehicles</li> <li>In line with government guidance discourage the use of public transport</li> <li>Stagger arrival and leaving times to allow for an increase in private cars, walkers and cyclists</li> <li>Pupils walking or cycling to school should be advised to socially distance at all times</li> <li>What car and cycle parking facilities the school has are these sufficient and is more provision needed do they allow for social distancing when being used</li> <li>Having transport vehicles which allow for social distancing within the vehicle. This could include using larger vehicles to transport small numbers of children and providing screens around the driver and marked or dedicate seats to be used or kept free</li> <li>During pick-ups social distancing should be observed. Pupils advised to social distant whilst waiting for the transport</li> <li>Where students are being collected and dropped at a home address, a process put in place to ensure that handover from the parent allows for social distancing. If student's personal items (e.g. wheelchairs) are handled by staff then gloves and sanitiser should be provided.</li> <li>If drivers and pupils are within 2m of each other, suitable face covering should be worn</li> <li>Planning the loading of the vehicle so that</li> </ul>	<ul style="list-style-type: none"> <li>Communicate to parents in letter w/b 20/6/20 and re-communicate in letter w/b 1<sup>st</sup> June</li> </ul>	H	<p>1.LA letter to parents</p> <p>2.22/5/20</p> <p>3.22/5/20</p> <p>1.HT to recommunicate to parents in letter</p> <p>2. 5/6/20</p> <p>3.</p>



		<p>pupils who get off first are nearest the exit, those who get off last are near the back. This prevents students passing each other within the vehicle</p> <ul style="list-style-type: none"> <li>On arrival at school and when returning home pupils should wash their hands for at least 20 seconds following the recommended method</li> </ul>			
Communication of control measures to staff, pupils and parents	TEACHER SUPPORT STAFF PUPIL Parent Community	<p>Consider</p> <ul style="list-style-type: none"> <li>Training all staff on the specific control measures relevant to their job roles</li> <li>Engaging with staff during the development of the risk assessments and identification of suitable control measures</li> <li>Providing clear guidance on social distancing and hygiene to people on arrival, for example, signage or visual aids and before arrival, for example, by phone, on the website or by email</li> <li>Providing clear, consistent and regular communication to improve understanding and consistency of ways of working.</li> <li>Using games, songs and stories to help explain the new rules to pupils and increase pupil understanding</li> <li>Engaging with workers and worker representatives through existing communication routes to explain and agree any changes in working arrangements.</li> <li>Developing communication and training materials for workers prior to returning to site, especially around new procedures for arrival at work</li> </ul>	<ul style="list-style-type: none"> <li>All procedures and protocols shared with staff</li> <li>Updated policies shared with staff.</li> </ul>	H	<p>1.HT communication to ALL staff via virtual meeting/ Policies updated shared with staff/RA shared with ALL staff and governors asap</p> <p>2.5/6/20</p> <p>3.</p>
PPE provision	TEACHER SUPPORT STAFF PUPIL	<ul style="list-style-type: none"> <li>PPE is provided as identified within the risk assessment</li> <li>Should there be a shortage in supply this is highlighted with the senior management team and additional supplies are sourced from other departments within the council</li> </ul>	<ul style="list-style-type: none"> <li>Staff feel more confident to arrive at work with appropriate PPE – all staff have access to basic PPE for their use.</li> <li>PPE is ordered but <b>has not</b></li> </ul>	H	<p>1.HT/SBM to source PPE provision</p> <p>2.5/6/20</p> <p>3.</p>

		<ul style="list-style-type: none"> <li>If PPE identified within the risk assessment is not available then the tasks requiring PPE will not be undertaken</li> </ul> <p>Consider</p> <ul style="list-style-type: none"> <li>Making an assessment of the tasks staff undertake and assess if there is a need for PPE to safely perform the task</li> <li>Providing an emergency PPE kit and spare stock, to be used in the event a pupil or staff member starts to show symptoms of COVID 19. This PPE can be worn by any staff member needing to supervise a pupil whilst awaiting their collection from school</li> </ul> <p>Note: Unless you are in a situation where the risk of COVID-19 transmission is very high, your risk assessment should reflect the fact that the role of PPE in providing additional protection is extremely limited. However, if your risk assessment does show that PPE is required, then you must provide this PPE free of charge to workers who need it. Any PPE provided must fit properly</p>	<p><b>yet arrived – school will not and cannot open until this provision is in place</b></p> <ul style="list-style-type: none"> <li>Emergency PPE kit and spare stock to be stored in the main office in the event of a child/staff member becoming infected.</li> <li>PPE training to ensure staff use the PPE fitted/removed correctly – delivered by a nurse.</li> </ul>		<p>PPE provision on order but as yet no delivery. Not able to open without having this in place</p>
Teaching pupils with SEN	TEACHER SUPPORT STAFF PUPIL	<p>Consider</p> <ul style="list-style-type: none"> <li>Reviewing each individuals risk assessment to ensure that suitable controls are in place</li> <li>Providing additional PPE for personal care</li> <li>Allocating dedicated staff to care for individual children where personal care is needed</li> <li>Ensuring that personal care environment and equipment is thoroughly sanitised following each use</li> <li>Using SEN tools to help communicate the control measure and new rules to the pupils</li> <li>(Additional school specific controls should be identified here)</li> </ul>	<ul style="list-style-type: none"> <li>Visual timetables are in place.</li> <li>Pupils have a known adult and a familiar face.</li> </ul>	H	<p>1.HT/DHT/SENCo 2.5/6/20 3.</p>



This risk assessment has been completed based on the national and local guidance at the time of completion having taken account of the additional risks/hazards/controls specific to this school.

Signature: .....

Date: .....

\* Optional – Residual risk (after additional controls are in place): column can be used by teams dealing with more hazardous activities to prioritise risks

Date reviewed	Amendments made	Reviewed by	Next review
1/6/20	Ring parents who have requested phone calls again to check if they have made a decision to send their child to school on 8/6/20	HT	
3/6/20	RA amended to reflect the new start date of 15/6/20 and additional details added in 'additional controls' to ensure rigorous safety measures are adhered to	HT	