Blue text has been added to reflect changes implemented for the start of the Spring Term – Jan 21

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity/**  **Situation** | | | **Spring Term - OPENING OF SCHOOL (Jan 21)** | | | | | | | | | | | | | |
| **Location** | | | **Hope Brook C of E Primary School** | | | | | | | | | | | | | |
| **Persons at Risk** | | | **Pupils** | | **Employees** | | | **Visitors** | | | | **Contractors** | | | | |
| **HAZARD(S)** | | | ***Note:*** *this list is not exhaustive and* ***must*** *be adapted for your own needs*   * **Social Distancing Measures Not Followed** * **Social Distancing Measures Not Followed During Travel to and from School** * **Inadequate Cleaning** * **Shared Resources** * **Staffing & Spread of Coronavirus to Staff, CYP and Families, Visitors and Contractors** * **Site User Becoming Unwell** * **Site User Developing Symptoms** * **Inadequate Hand Washing/Personal Hygiene** * **Inadequate Personal Protection & PPE** * **Visitors, Contractors & Spread of Coronavirus** * **Inadequate Ventilation** * **Fire and Intruder Alarms and Emergencies, Including Lockdown** * **School Activities** | | | | | | | | | | | | | |
| **CONTROL MEASURES** | | | | | | | **ADDITIONAL INFORMATION** | | | **YES** | | | **NO** | | **N/A** | |
| ***Note:*** *you* ***must*** *amend and adapt this generic risk assessment to suit your own needs by selecting the controls from the examples provided (adding and amending others where necessary) and then evaluate the overall risk for the activity/situation.* | | | | | | | | | | | | | | | | |
| **Social Distancing Measures Not Followed** | | | | | | | | | | | | | | | | |
| For pre-school children in early years settings, the staff to child ratios within Early Years Foundation Stage (EYFS) continue to apply and are adhered to | | | | | | | [Early Years Foundation Stage](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)  Pre-school Manager | | |  | | |  | |  | |
| As per the existing Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak guidance, vulnerable children of all year groups continue to be expected and encouraged to attend educational provision where it is appropriate for them to do so | | | | | | | [Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak guidance](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people)  Monitored by SENCo | | |  | | |  | |  | |
| CYP use the same classroom or area of a setting throughout the day | | | | | | | 5 teaching bases established | | |  | | |  | |  | |
| Pupils are seated at the same desk each day if they attend on consecutive days | | | | | | | Desks arranged in rows so all pupils facing one direction | | |  | | |  | |  | |
| CYP and staff where possible, only mix in a small, consistent group or “bubble” and that small group stays away from other people and groups | | | | | | | Teacher and teaching assistant allocated to each teaching base – teaching assistants may be accessing other areas of the school too  PPA cover has been adjusted to minimise adults working in more than one bubble. | | |  | | |  | |  | |
| CYP are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days | | | | | | | Mixing of groups is minimised  From January – Y1 will be taught as a class in The Den – for the whole day to minimise mixing of bubbles | | |  | | |  | |  | |
| The same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days | | | | | | | HB Plan – Covid-19  PPA cover has been adjusted to minimise adults working in more than one bubble. | | |  | | |  | |  | |
| Staff positioning – standing behind pupils, working from above pupils where practical | | | | | | | HB Plan – Covid-19 | | |  | | |  | |  | |
| Staff and pupils are reminded that they must not touch their faces, eyes, nose etc. | | | | | | | Poster displayed | | |  | | |  | |  | |
| Teaching in outdoor spaces encouraged | | | | | | | Rota for outdoor spaces has been agreed  Teaching in outside spaces will be more restricted at the beginning of the Spring Term | | |  | | |  | |  | |
| The timetable and selection of classroom or other learning environment has been used to reduce movement around the school or building | | | | | | | Children will remain in the classrooms and one-way systems have been established | | |  | | |  | |  | |
| The number of CYP who use the toilet facilities at any one time are limited to ensure they do not become crowded | | | | | | | Floor markings in place – where pupils wait if cubicles are in use | | |  | | |  | |  | |
| Assembly groups staggered | | | | | | | Not planning to hold whole group assemblies – CW by Zoom | | |  | | |  | |  | |
| Break times are staggered so that all CYP are not moving around the school at the same time | | | | | | | Two distinct play spaces have been identified  From January, the break times will be staggered to ensure bubbles do not mix in outdoor play spaces  Play times will be a mixture of indoor and outdoor play when temperatures are cold. | | |  | | |  | |  | |
| Lunch breaks are managed to ensure bubbles do not mix during this time | | | | | | | CYP should clean their hands beforehand in the classrooms. Lunch to be eaten in the classroom at their identified desk space  HB Plan – Covid-19 | | |  | | |  | |  | |
| Shared areas such as halls, dining areas and internal and external sports facilities are used for lunch and exercise at half capacity following social distance guidance for groups and individuals. | | | | | | | Hall will be used as a teaching base.  Sporting activities will take place in the designated play spaces - outside  HB Plan – Covid-19 | | |  | | |  | |  | |
| Consideration given to one-way circulation, or placing an appropriate divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors. | | | | | | | One-way system in place inside the building. Some signage to indicate flow  HB Plan – Covid-19  Minimal use of school corridors | | |  | | |  | |  | |
| Consideration given to CYP that may need additional support to follow these measures (for example, social stories to support them in understanding how to follow rules and appropriate cleaning). | | | | | | | To be monitored by SENCO | | |  | | |  | |  | |
| Drop-off and collection times staggered | | | | | | | Drop off = one way system  Collection from lower playground using posts to indicate waiting point for parents – number of parents on the playground at any one time is controlled. | | |  | | |  | |  | |
| Parents told that if their CYP needs to be accompanied to the education or childcare setting, only one parent should attend | | | | | | | Only one parent encouraged to accompany children into school. | | |  | | |  | |  | |
| Parents’ drop-off and pick-up protocols planned to minimise adult to adult contact | | | | | | | Drop-off / Pick-up – involves queuing system – 2m spacing indicated by tape on the ground | | |  | | |  | |  | |
| Parents and CYP are told their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact | | | | | | | Information sent to parents and available on the website | | |  | | |  | |  | |
| It is made clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) | | | | | | | Information contained in parent information sheet – sent to parents and on the website | | |  | | |  | |  | |
| External entrances to classrooms are used where practical | | | | | | | HB Plan – Covid-19 | | |  | | |  | |  | |
| Multiple groups do not use play equipment simultaneously | | | | | | | Individuals use play equipment – sanitise before and after use  Use of play equipment limited during winter months | | |  | | |  | |  | |
| Early years groups in school have considered how to keep small groups of children together throughout the day and to avoid larger groups of children mixing | | | | | | | Current numbers at Pippins are low.  Robins class organised into groups of 4/5 for most teaching | | |  | | |  | |  | |
| Staff working in Offices are adequately distanced, are on rota or are working from home | | | | | | | Office furniture has been adjusted | | |  | | |  | |  | |
| Numbers of staff using Staff Room are limited or the use of Staff Room is staggered to ensure social distancing is maintained | | | | | | | Additional space is available if all staff require staffroom space  Second staffroom space has been set up – for KS1 staff to reduce numbers in main staffroom. Maximum number in staffroom = 8 | | |  | | |  | |  | |
| **Social Distancing Measures Not Followed During Travel to and from School** | | | | | | | | | | | | | | | | |
| Parents and CYP encouraged to walk or cycle to their education setting where possible | | | | | | | Parent information sheet | | |  | | |  | |  | |
| Schools, parents and CYP following the government guidance on how to travel safely, when planning their travel, particularly if public transport is required | | | | | | | Parent information sheet | | |  | | |  | |  | |
| Transport arrangements cater for any changes to start and finish times, including a one way system for foot and vehicular traffic. | | | | | | | Currently, not aware of any need to implement transport plan | | |  | | |  | |  | |
| It is ensured that transport providers should follow hygiene rules and try to keep distance from and between their passengers | | | | | | | Currently, don’t use any transport providers | | |  | | |  | |  | |
| Revised travel plans clearly communicated to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times) | | | | | | | Office staff to inform contractors, LA | | |  | | |  | |  | |
| **Inadequate Cleaning** | | | | | | | | | | | | | | | | |
| Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this | | | | | | | MDS to complete additional sanitising after lunch | | |  | | |  | |  | |
| Surfaces that CYP are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters etc. are cleaned more regularly than normal | | | | | | | Cleaning stations available in all classrooms/rooms | | |  | | |  | |  | |
| Electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use | | | | | | | Office staff | | |  | | |  | |  | |
| Bins for tissues and other rubbish are emptied throughout the day, stored for 72 hours, double bagged and PPE provided for cleaner. | | | | | | | Pedal bins only emptied at end of day unless full | | |  | | |  | |  | |
| Stocks of cleaning chemicals, liquid soap, paper towels, tissues, toilet roll, bin bags etc. regularly checked and additional supplies requested as necessary | | | | | | | SBM monitors supplies  MDS replenishes supplies daily | | |  | | |  | |  | |
| Disposable tissues are available in each room for both staff and CYP use, using separate dispensers. | | | | | | | SBM monitors supplies  HB Plan – Covid-19 | | |  | | |  | |  | |
| Consideration given to how play equipment is used ensuring it is appropriately cleaned between groups of children using it | | | | | | | Protocols agreed  HB Plan – Covid-19 | | |  | | |  | |  | |
| Outdoor equipment must not be used unless the setting is able to ensure that it is appropriately cleaned between groups of CYP using it | | | | | | | Outdoor equipment has been cleaned, outdoor disinfectant sprayer is available and agreed protocols are in place  HB Plan – Covid-19 | | |  | | |  | |  | |
| Unnecessary items particularly those that cannot be easily cleaned removed from classrooms and other learning environments where there is space to store it elsewhere. If CYP brings an object from home it should be stored securely and returned at the end of the day. | | | | | | | Unnecessary resources boxed up and removed from classrooms, including all soft furnishings from classrooms  HB Plan – Covid-19 | | |  | | |  | |  | |
| Soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) removed | | | | | | | HB Plan – Covid-19 | | |  | | |  | |  | |
| **Shared Resources** | | | | | | | | | | | | | | | | |
| CYP advised to not bring personal items in from home as this will reduce possible spread of the virus | | | | | | | Parent information sheet | | |  | | |  | |  | |
| Shared materials and surfaces are cleaned and disinfected more frequently | | | | | | | Teaching assistants | | |  | | |  | |  | |
| Staff not taking resources from school home e.g. books | | | | | | | HB Plan – Covid-19 | | |  | | |  | |  | |
| Devices/ laptops/tablets etc. that are brought from home to school and back again are cleaned at the start and end of the day | | | | | | | Teachers  Devices also cleaned after use in the classrooms – as resources are shared between bubbles | | |  | | |  | |  | |
| **Staffing & Spread of Coronavirus to Staff, CYP and Families, Visitors and Contractors** | | | | | | | | | | | | | | | | |
| CYP (0 to 18 years of age) who have been classed as clinically extremely vulnerable due to serious underlying health conditions have been advised by their clinician to shield and are supported at home as much as possible | | | | | | | One child – has now returned to school  TA had maintained contact via zoom | | |  | | |  | |  | |
| Staff who have been classed as clinically extremely vulnerable are not expected to attend work and can work from home. | | | | | | | No staff fall into this category | | |  | | |  | |  | |
| If a CYP or staff member lives in a household with someone who is extremely clinically vulnerable if stringent social distancing cannot be adhered to, they are not expected to attend site | | | | | | | One member of staff falls into this category. He has returned to work so she has returned to work also | | |  | | |  | |  | |
| If a CYP or a member of staff lives with someone who is clinically vulnerable including BAME (but not clinically extremely vulnerable), including those who are pregnant, they can attend, but should not be instructed to do so, their education or childcare setting | | | | | | | 4 members of staff / 4 pupils fall into this category | | |  | | |  | |  | |
| Staff who are pregnant or others with specific health conditions may be asked to work from home as they are in the vulnerable group and to follow government advice as it is issued | | | | | | | 1 member of staff falls into this category | | |  | | |  | |  | |
| Access to PPE should be available where there is contact with diagnosed or suspected person with covid-19 | | | | | | | Gloves, aprons, masks and face shields available | | |  | | |  | |  | |
| Sneeze into a tissue or sleeve NEVER into hands. Wash hands immediately after | | | | | | | Posters displayed | | |  | | |  | |  | |
| Used tissues to be put in a bin immediately | | | | | | | Posters displayed and pedal bins provided in each classroom | | |  | | |  | |  | |
| **Site User Becoming Unwell** | | | | | | | | | | | | | | | | |
| If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance | | | | | | | [COVID-19: guidance for households with possible coronavirus infection guidance](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance) | | |  | | |  | |  | |
| If a CYP is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the CYP and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. | | | | | | | If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people – The Nest  SBM  Teaching assistants | | |  | | |  | |  | |
| If the CYP needs to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else | | | | | | | Disabled toilet  SBM  Teaching assistants | | |  | | |  | |  | |
| PPE should be worn by staff caring for the CYP while they await collection if a distance of 2 metres cannot be maintained (such as for a very young CYP or a CYP with complex needs) | | | | | | | See adequate Personal Protection & PPE section of this risk assessment | | |  | | |  | |  | |
| In an emergency, call 999 if the CYP is seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital | | | | | | | SBM  Head | | |  | | |  | |  | |
| If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the CYP subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell | | | | | | | HB Plan – Covid-19 | | |  | | |  | |  | |
| Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people | | | | | | | SBM  Teaching assistants – cleaning stations available in all areas of the school  Covid recommended cleaning materials have been provided by cleaning contractors | | |  | | |  | |  | |
| **Site User Developing Symptoms** | | | | | | | | | | | | | | | | |
| Children, young people, parents, carers or any visitors, such as suppliers, are told not to attend or enter the education or childcare setting if they are displaying any symptoms of coronavirus | | | | | | | Parents information sheet  HB Plan – Covid-19  SBM | | |  | | |  | |  | |
| When a CYP or staff member develops symptoms compatible with coronavirus, they are sent home and advised to self-isolate for 10 days. Their fellow household members should self-isolate for 14 days. | | | | | | | All staff and CYP who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this scenario | | |  | | |  | |  | |
| Where the CYP or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation | | | | | | | Head to provide clear guidance to individuals when required | | |  | | |  | |  | |
| Where the CYP or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days | | | | | | | The other household members of that wider class or group do not need to self-isolate unless the CYP or staff member they live with in that group subsequently develops symptoms | | |  | | |  | |  | |
| Parents, carers and settings do not need to take children’s temperatures every morning. Routine testing of an individual’s temperature is not the only method for identifying coronavirus. Educational and childcare settings should reiterate to parents the need to follow the standard national advice on the kind of symptoms to look out for that might be due to coronavirus, and where to get further advice | | | | | | | If anyone in the household develops a fever or a new continuous cough they are advised to follow the [COVID-19: guidance for households with possible coronavirus infection guidance](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance) (which states that the ill person should remain in isolation for 7 days and the rest of the household in isolation for 14 days)  SBM  Teaching assistants | | |  | | |  | |  | |
| **Inadequate Hand Washing/Personal Hygiene** | | | | | | | | | | | | | | | | |
| Staff/CYP/cleaners/contractors etc. will be reminded to wash their hands before leaving home, on arrival at the premises and before and after handling cleaning chemicals, eating/drinking, using the toilet, after PE/sports activities and after coughing or sneezing and not to touch face (eyes, mouth, nose) with hands that are not clean | | | | | | | Posters displayed  Office staff to remind suppliers/contarctors | | |  | | |  | |  | |
| The ‘catch it, bin it, kill it’ approach is promoted | | | | | | | Poster displayed | | |  | | |  | |  | |
| Wash with liquid soap & water for a minimum of 20 seconds | | | | | | | [Guidance on hand cleaning](https://www.gov.uk/guidance/coronavirus-covid-19-information-for-the-public)  Poster displayed | | |  | | |  | |  | |
| Alcohol based hand cleansers/gels (containing at least 60% alcohol) can only be used if soap and water are not available, but is not a substitute for hand washing. Such gels MUST ONLY BE USED UNDER CLOSE SUPERVISION because in normal circumstances CYP should not be using alcohol based hand cleansers | | | | | | | Resources available in every teaching base, office and wet area | | |  | | |  | |  | |
| Consideration should be given to allocating individual toilets and sinks to CYP where numbers are low and this is achievable, otherwise sinks and toilets will be regularly sanitised throughout the day | | | | | | | MDS wipes down taps, door handles and flushes at the end of lunchtime | | |  | | |  | |  | |
| Hands must be dried properly to prevent infection and drying out. | | | | | | | Drying of hands guidance provided by teachers - with particular attention for children with sensitive skin / conditions | | |  | | |  | |  | |
| **Inadequate Personal Protection & PPE** | | | | | | | | | | | | | | | | |
| PPE will need to be worn by a member of staff if a CYP becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the CYP is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn | | | | | | | PPE available from the school office | | |  | | |  | |  | |
| Education, childcare and children’s social care settings and providers should use their local supply chains to obtain PPE | | | | | | | GCC supply | | |  | | |  | |  | |
| **Visitors, Contractors & Spread of Coronavirus** | | | | | | | | | | | | | | | | |
| Visitors to the premises will be discouraged and all non-essential visitors will be cancelled postponed or meeting takes place by zoom | | | | | | | Most meetings continue to be held by zoom. Visitors continue to be discouraged | | |  | | |  | |  | |
| All visitors and contractors must make pre-arranged appointments or they will not be allowed on site | | | | | | | Office staff | | |  | | |  | |  | |
| Contractors to attend by agreement only after school have satisfied themselves that it is necessary for the visit to take place at that time and that all required controls are in place to allow the work to continue safely | | | | | | | Office staff | | |  | | |  | |  | |
| Contractors to provide updated risk assessment prior to visit which includes their own controls round infection spread prevention | | | | | | | Times of visits may need to be adapted to take in to account the ability to maintain appropriate social distancing measures and availability of resources to effectively clean following the visits | | |  | | |  | |  | |
| **Inadequate Ventilation** | | | | | | | | | | | | | | | | |
| Ventilate spaces with outdoor air | | | | | | | Window ventilation remains open  SBM | | |  | | |  | |  | |
| Ensure regular airing with windows (even in mechanically ventilated buildings) | | | | | | | Window ventilators to be opened and external doors opened when children exit classroom – to provide air flow internally  SBM | | |  | | |  | |  | |
| Keep toilet ventilation in operation as much as possible while building is occupied | | | | | | | Automatic ventilation  SBM | | |  | | |  | |  | |
| Switch air handling units with recirculation to 100% outdoor air | | | | | | | SBM | | |  | | |  | |  | |
| Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation | | | | | | | SBM | | |  | | |  | |  | |
| **Fire and Intruder Alarms and Emergencies, Including Lockdown** | | | | | | | | | | | | | | | | |
| All staff and CYP to undergo induction in the fire and emergency routines accident/first aid procedures and lockdown procedures. This may not be the usual routes. Repeat as necessary with new starters (staff/young people) | | | | | | | Evacuation system addendum  Head | | |  | | |  | |  | |
| Ensure that emergency cut-off points for water, gas and electric are clearly marked and known by the senior designated member of staff and that details of emergency contacts for utilities are readily available | | | | | | | SBM | | |  | | |  | |  | |
| If there is a 24-hour monitoring system in place for alarms (fire &/or security) the monitoring centre will need to be aware of any new emergency out of hours contact details | | | | | | | No monitoring system in place | | |  | | |  | |  | |
| **School Activities** | | | | | | | | | | | | | | | | |
| CYP do not interact in a manner where they will have close contact with each other (maintain social distancing). This must be supported by very clear expectations | | | | | | | Teachers | | |  | | |  | |  | |
| Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same CYP in one day, or properly cleaned between cohorts | | | | | | | Teacher and allocated teaching assistant | | |  | | |  | |  | |
|  | | | | | | |  | | |  | | |  | |  | |
|  | | | | | | | | | | | | | | | | |
| Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment | | | | | | | | | | **Yes** | | **No** | | | | |
| What is the level of risk for this activity/situation with existing control measures | | | | | | | | | | **High** | | | **Med** | | **Low** | |
| Is the risk adequately controlled with existing control measures | | | | | | | | | | **Yes** | | | | **No** | | |
| Have you identified any further control measures needed to control the risk and recorded them in the action plan | | | | | | | | | | **Yes** | | | | **No** | | |
| **ACTION PLAN** (insert additional rows if required) | | | | | | | | | | | **To be actioned by** | | | | | |
| Further control measures to reduce risks *so far as is reasonably practicable* | | | | | | | | | | | **Name** | **Date** | | | | |
| Y1 children to be taught as a separate class from 4th Jan | | | | | | | | | | | **SS** | **4/1/21** | | | | |
| YR children will be taught as a separate year group – and children will continue to work in small groups | | | | | | | | | | | **SS** | **4/1/21** | | | | |
| Break times to be staggered to ensure bubbles do not mix in outside areas | | | | | | | | | | | **SS** | **4/1/21** | | | | |
| Lunch times to be staggered to ensure bubbles do not mix in outside areas | | | | | | | | | | | **SS** | **4/1/21** | | | | |
| KS1 and KS2 staff will take breaks in separate spaces to minimise contact and ensure staff have adequate space during their breaks | | | | | | | | | | | **SS** | **4/1/21** | | | | |
| PPA cover has been adapted to minimise staff teaching in more than one bubble | | | | | | | | | | | **SS** | **4/1/21** | | | | |
| All children will keep their coats in their classrooms to minimise movement inside the building | | | | | | | | | | | **SS** | **4/1/21** | | | | |
| Parents have been reminded about safe practice when dropping off / collecting children – safe distancing, wearing face coverings, minimising queuing time at start and end of the day | | | | | | | | | | | **SS** | **4/1/21** | | | | |
| Parents have been reminded about childcare support guidance being limited to one other household | | | | | | | | | | | **SS** | **4/1/21** | | | | |
| State overall risk level assigned to the task **AFTER** implementation of control and action plan measures taken as a result of this risk assessment | | | | | | | | | | **High** | | | **Med** | | **Low** | |
| Is such a risk level deemed to be as low as reasonably practical? | | | | | | | | | | **Yes** | | | | **No** | | |
| Is activity still acceptable with this level of risk? | | | | | | | | | | **Yes** | | | | **No** | | |
| If no, has this been escalated to senior leadership team? | | | | | | | | | | **Yes** | | | | **No** | | |
| **Assessor(s):**  **Position(s):** | | **Stephanie Severn**  **Headteacher** | | | | **Signature(s):** | | |  | | | | | | | |
| **Date:** | | **04/01/21** | | | | **Review Date:** | | | **18/01/21 – Fortnightly** | | | | | | | |
| **Distribution:**  **We recommend that this risk assessment is shared with staff and unions** | | | | | | | | | | | | | | | | |
| Risk rating | | | Action | | | | | | | | | | | |
| **HIGH** | | | **Urgently review/add controls & monitor, notify H&S Team (if Likely or Highly Likely – stop work, seek competent advice)** | | | | | | | | | | | |
| **MEDIUM** | | | **Review/add controls (as far as reasonably practicable) & monitor** | | | | | | | | | | | |
| **LOW** | | | **Monitor control measures** | | | | | | | | | | | |

