

What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Completed /Outcome
	<ul style="list-style-type: none"> • touching contaminated surfaces 	<p>sanitiser ensuring that all parts of the hands are covered [protective measures in place</p> <ul style="list-style-type: none"> • Reviewing guidance on hand cleaning • ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments. • clean hands on arrival at the setting, before and after eating, and after sneezing or coughing • encourage not to touch their mouth, eyes and nose • ensuring good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach • minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times) • Staff aware of access to testing arrangements • follow the COVID-19: cleaning of non-healthcare settings guidance and further guidance issued by PHE SW 	<p>in school, 2) after each session of learning/play, 3) before snack,4) after snack, 5) after playtimes, 6) before lunch, 7) after lunch, 8) after using the toilet, 9)immediately before home time.</p> <p>Bubble Zones have sinks, soap, paper towels and hand sanitiser which will be taken outside during outdoor sessions.</p> <p>Daily routine for bubbles will include “Keeping Safe” reminders at the start of every session.</p> <p>Daily Routine for Bubbles will start with reminders of Keeping Safe. Paper tissues in every Bubble Zone and regularly emptied.</p> <p>Staff Informed at Briefing on 1/6/20 prior to returning to school.</p> <p>Cleaning Schedule</p>	<p>Teachers</p> <p>Teachers & TAs</p> <p>Teachers & TAs</p>	

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		<ul style="list-style-type: none"> • cleaning frequently touched surfaces often using standard products, such as detergents and bleach. • clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal • discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this • prop doors open during the school day, where safe to do so, consider fire and safeguarding issues, to limit use of door handles and aid ventilation • cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered • if required, ensuring young pupils have help in cleaning hands thoroughly • engaging parents and children in education resources such as e-bug and PHE schools resources 	<p>Classrooms prepared and resources cleared from tops of shelves, window sills and table tops; toys and resources rationalised according to guidance.</p> <p>SBM has briefed Cleaner in Charge with revised Cleaning Schedule and will review regularly.</p> <p>Door wedges have been provided for use where appropriate. Cleaners to remove wedges at the end of the day. Doors to be closed in the event of fire evacuation.</p> <p>Daily routine will start with review of Keeping Safe, and teachers will remind children to wash their hands regularly (at least 9 times in the day).</p>	<p>Teachers and SDSC</p> <p>Teachers and SDSC</p> <p>SBM and Office Team</p> <p>All</p> <p>Teachers & TAs</p>	

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		<ul style="list-style-type: none"> • Reduce the use of shared resources: <ul style="list-style-type: none"> ○ limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff ○ prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently • washing clothes daily 	<p>Book bags not to be used. Instead plastic easily wipe-able wallets to be used. Children encouraged to have a school packed-lunch</p> <p>Children to have their own pot of pencils and felt tips on their desk.</p> <p>School has supply of spare clothes and a washing machine that will be used to keep a supply of fresh clothes available.</p>	<p>Teachers</p> <p>Teachers</p> <p>SDSC</p>	
Cleaning	Cleaners and all others attending school	<ul style="list-style-type: none"> • Following PHE and PHE SW guidance having a cleaning schedule, correct cleaning materials, disposal clothes, colour coded clothes for different areas etc. 	<p>School should have a 'Cleaning specific' risk assessment.</p> <p>SMB to complete Cleaning RA by 5/6/20</p>	<p>SBM</p>	

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Waste	All attending the school who may be in contact with it.	<ul style="list-style-type: none"> Following PHE and PHE SW guidance adequate facilities for the disposal of waste and PPE and adequate storage procedures prior to collection. 	Residual Waste is collected on Tuesdays, so all rubbish can be put straight into bins from Tuesday evening through to Friday evening. Monday's and Tuesday's waste to be set aside and stored in the cycle shelter until the collection of waste from bins has taken place, at which point Monday and Tuesday's waste can be put into the bins.	Cleaners	
Class sizes	All attending school by close contact with pupils/staff and being unable to keep a minimum of 2 meters distance apart	<ul style="list-style-type: none"> Schools to have smaller group/class sizes and minimise contact and mixing, keeping groups away from other groups to reduce transmission risk. For pre-school children in early years settings, the staff to child ratios within Early Years Foundation Stage continue to apply. In mainstream schools and college settings the basic principle is that classes should be halved, no more than 15 per group. Normally one teacher should be allocated to a group but if there are any teacher shortages then support staff may be used to lead groups, under the direction of a teacher. Refer to protective measures guidance for more detail ensure that wherever possible children and young people use the same classroom or 	<p>All Bubble Groups are under 15 pupils in total. If further pupils start to attend then additional groups will need to be established. Currently there is limited staffing capacity and teaching space for additional bubbles.</p> <p>The 3 nursery bubbles are currently less than 15 (9, 9 and 10 pupils).</p> <p>The 2 reception bubbles are less than 10 (9 and 10 pupils respectively).</p> <p>6 out of 7 Bubbles are led by a teacher. An experienced EYFS TA leads the other bubble and is supported by 2 other TAs.</p>	HT	

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		<p>area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, consider seating students at the same desk each day if they attend on consecutive days.</p> <ul style="list-style-type: none"> • Desks to be spaced 2 metres apart or as far apart as possible (this also includes workshops and science labs in secondary schools). • refresh the timetable: <ul style="list-style-type: none"> ○ decide which lessons or activities will be delivered ○ consider which lessons or classroom activities could take place outdoors ○ use the timetable and selection of classroom or other learning environment to reduce movement around the school or building. ○ stagger assembly groups. ○ stagger break times (including lunch), so that all children are not moving around the school at the same time. ○ plan parents' drop-off and pick-up protocols that minimise adult to adult contact • in addition, childcare settings or early years groups in school should: 	<p>Spare furniture to be stored in the hall.</p> <p>Priority placed on outdoor learning for all bubbles with each having its own dedicated outdoor play and learning zone.</p> <p>There will be NO pupil movement through the school building during the day.</p> <p>Assemblies will be led by the teacher in class or with the Headteacher via Zoom.</p> <p>Drop-off and collection times supervised by a member of SLT.</p>	<p>HT</p> <p>SLT (GS, HL and DT)</p>	

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		<ul style="list-style-type: none"> ○ consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing ○ consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously ● remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere ● remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) ● use outside space for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff 	<p>No mixing of children throughout the day.</p> <p>Each bubble has its own designated outdoor zone so only children within the bubble will access fixed equipment. Monkey bars will be sprayed and wiped regularly. Children reminded not to touch their face. Hand sanitiser to be used when children are outside.</p> <p>The climbing frame will not be used. The monkey bars and yellow bars will be used and they will be cleaned after each playtime.</p> <p>Extended periods of outdoor learning for all bubble groups</p>	<p>Teachers & TAs</p> <p>Teachers & TAs</p> <p>Teachers & TAs</p>	
<p>Pupils arriving/leaving school at start and end of day</p>	<p>All parents/carers/pupils being dropped off at school or arriving by school transport e.g. buses taxis</p>	<ul style="list-style-type: none"> ● School will consider how children and young people arrive at the education or childcare setting, avoiding peak times, and reduce any unnecessary travel on coaches, buses or public transport where possible. See Coronavirus (COVID-19): safer travel guidance for passengers for further details stagger drop-off and collection times ● parents and pupils advised of their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) 	<p>Staggered arrival/departure times for all bubble groups. Families encouraged to walk to school. Families advised to bring a fresh change of clothes if using public transport.</p> <p>Detailed Letter sent to all parents and bespoke SMS sent to parents to clarify specifics for their child, identifying entry to site, time of drop-off and time of</p>	<p>Parents</p> <p>HT</p>	

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		<ul style="list-style-type: none"> access rooms directly from outside where possible if pupil needs to be accompanied to the education or childcare setting, only one parent can attend. 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) If required, 2m markings by entrance to ensure social distancing and/or display guidance <table border="1" data-bbox="869 683 1415 1034"> <thead> <tr> <th></th> <th>Admin & Support Team (4)</th> <th>SDSC (6)</th> <th>Owls A (3)</th> <th>Owls B (3)</th> <th>EYFS SAL & Conventer (2)</th> <th>Elm (3)</th> <th>Ash (3)</th> <th>Oak (2)</th> <th>Chestnut (3)</th> <th>Maple (3)</th> </tr> </thead> <tbody> <tr> <td>Staff</td> <td>George, Heidi, Dawn, Diane, Vol, Andy</td> <td>Beth, Jolene, Michelle, Miranda, Serena, Lin</td> <td>Alli U, Kelly, Jir A, Amy S, Kate P</td> <td>Vicky, Sarah, Kate C</td> <td>Rebecca, Angie S</td> <td>Kath, Amy T, Cat, Bethany, Mary-Jayne</td> <td>Matt, Emily, Tracy</td> <td>Hannah, Rod</td> <td>Alicia, Ali F, Yvonne</td> <td>Vanessa, Carina, W, Angie, Wendy, Lauren</td> </tr> <tr> <td>Bubble Zone (inside)</td> <td>Office, Archer, Long, White Room</td> <td>Rowan</td> <td>Owls Room</td> <td>SPOT</td> <td>Top Hall</td> <td>Elm</td> <td>Ash</td> <td>Oak</td> <td>Chestnut</td> <td>Maple</td> </tr> <tr> <td>Outside-Play and Learning Zone</td> <td>-</td> <td>-</td> <td>Nursery Outside Area</td> <td>Forest School</td> <td>Balcony</td> <td>Reception playground</td> <td>Woods & Climbing Frame</td> <td>Bottom playground</td> <td>Front playground</td> <td>Monkey Bars and Bottom wooded area</td> </tr> <tr> <td>Entrance to site</td> <td>A</td> <td>A</td> <td>B</td> <td>B</td> <td>A</td> <td>A</td> <td>C</td> <td>C</td> <td>A</td> <td>A</td> </tr> <tr> <td>Entry to building</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>1</td> <td>1</td> <td>5</td> <td>5</td> <td>2</td> <td>1</td> </tr> <tr> <td>Rest Area</td> <td>Staff Room</td> <td>Rowan</td> <td>Robins</td> <td>SPOT</td> <td>Staff Room</td> <td>Staff Room 11:30</td> <td>Rainbow Room 11:30 to 12:30</td> <td>Rainbow Room 12:30 to 1:30</td> <td>Rowan</td> <td>Workroom</td> </tr> <tr> <td>Toilet</td> <td>T1</td> <td>Rowan</td> <td>Owls</td> <td>SPOT</td> <td>T3</td> <td>T3</td> <td>T2</td> <td>T2</td> <td>Rowan</td> <td>T2</td> </tr> <tr> <td>Arrival Time</td> <td>-</td> <td>-</td> <td>8:45</td> <td>9:05</td> <td>-</td> <td>9:10</td> <td>9:10</td> <td>9:30</td> <td>8:30, 10:00, 1:30</td> <td>8:35, 9:30, 1:15</td> </tr> <tr> <td>Departure Time</td> <td>-</td> <td>-</td> <td>2:00</td> <td>2:30</td> <td>-</td> <td>2:30</td> <td>2:30</td> <td>2:45</td> <td>3:00</td> <td>2:45</td> </tr> <tr> <td>Entrance</td> <td>-</td> <td>-</td> <td>B</td> <td>B</td> <td>-</td> <td>A</td> <td>C</td> <td>C</td> <td>A</td> <td>A</td> </tr> <tr> <td>Supervision</td> <td>-</td> <td>-</td> <td>Heidi</td> <td>Heidi</td> <td>-</td> <td>George</td> <td>Dawn</td> <td>Deen</td> <td>George</td> <td>George</td> </tr> </tbody> </table>		Admin & Support Team (4)	SDSC (6)	Owls A (3)	Owls B (3)	EYFS SAL & Conventer (2)	Elm (3)	Ash (3)	Oak (2)	Chestnut (3)	Maple (3)	Staff	George, Heidi, Dawn, Diane, Vol, Andy	Beth, Jolene, Michelle, Miranda, Serena, Lin	Alli U, Kelly, Jir A, Amy S, Kate P	Vicky, Sarah, Kate C	Rebecca, Angie S	Kath, Amy T, Cat, Bethany, Mary-Jayne	Matt, Emily, Tracy	Hannah, Rod	Alicia, Ali F, Yvonne	Vanessa, Carina, W, Angie, Wendy, Lauren	Bubble Zone (inside)	Office, Archer, Long, White Room	Rowan	Owls Room	SPOT	Top Hall	Elm	Ash	Oak	Chestnut	Maple	Outside-Play and Learning Zone	-	-	Nursery Outside Area	Forest School	Balcony	Reception playground	Woods & Climbing Frame	Bottom playground	Front playground	Monkey Bars and Bottom wooded area	Entrance to site	A	A	B	B	A	A	C	C	A	A	Entry to building	1	2	3	4	1	1	5	5	2	1	Rest Area	Staff Room	Rowan	Robins	SPOT	Staff Room	Staff Room 11:30	Rainbow Room 11:30 to 12:30	Rainbow Room 12:30 to 1:30	Rowan	Workroom	Toilet	T1	Rowan	Owls	SPOT	T3	T3	T2	T2	Rowan	T2	Arrival Time	-	-	8:45	9:05	-	9:10	9:10	9:30	8:30, 10:00, 1:30	8:35, 9:30, 1:15	Departure Time	-	-	2:00	2:30	-	2:30	2:30	2:45	3:00	2:45	Entrance	-	-	B	B	-	A	C	C	A	A	Supervision	-	-	Heidi	Heidi	-	George	Dawn	Deen	George	George	<p>collection.</p> <p>Members of staff given keys to external doors to gain access directly to their bubble.</p> <p>PE spots and arrows used to clarify social distanced queuing on arrival.</p>	<p>SBM</p> <p>HT</p>	
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Other visitors including parents/suppliers/contractors arriving at school	All staff, pupils and visitors/contractors	<ul style="list-style-type: none"> Tell visitor not to enter the education or childcare setting if they are displaying any symptoms of coronavirus. Inform all visitors, suppliers, and contractors that only pre-arranged calls will be allowed on site. Covid 19 posters displayed in reception area Inform any visitor, suppliers, contractors of any infection control procedures on site Deliveries arranged at quiet times or before 	<p>Provide visitor / supplier / contractor with a designated point of contact and phone number</p> <p>Unless an emergency ensure all contractors works are carried out 'outside of normal working hours'</p> <p>Social Distancing posters in place at entry points to school.</p>	<p>SBM & Office Team</p> <p>SBM</p> <p>Office Team</p>																																																																																																																																					

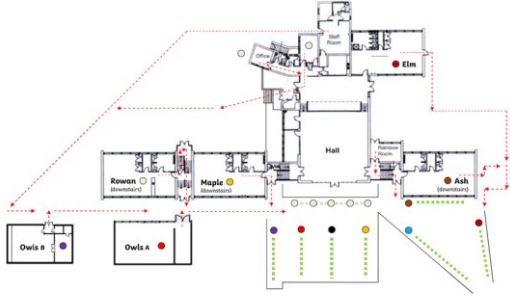
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		<p>or after school opening/closing.</p> <ul style="list-style-type: none"> Agreement from Suppliers of their confirmation and understanding of the new arrangements should ideally be sought Record date, contact name and contact details for visitor, and request they contact the school if they subsequently become symptomatic. 	<p>SBM to maintain a contact sheet of visitors and brief Office Team on its use.</p>	<p>SBM</p>	
Entering and exiting school/classrooms	All staff, pupils, visitors/contractors	<ul style="list-style-type: none"> access rooms directly from outside where possible consider one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time staggering lunch breaks (see below) 	<p>Keys for staff.</p> <p>Most movement between different zones can be managed externally.</p> <p>Dedicated Rest Areas for bubble staff to limit movements of staff.</p> <p>Staffroom usage limited to only 3 bubble groups (13 staff) and this is staggered. Maximum of 5 staff at anyone time.</p>	<p>SBM</p> <p>Office Team, Elm, S&L and Counsellor.</p>	
Large gatherings in school hall/dining area/internal and external sports facilities	All staff, pupils, visitors, contractors	<ul style="list-style-type: none"> Use room/space at half capacity staggering lunch breaks children and young people should clean their hands beforehand and enter in the groups they groups should be kept apart as much as possible and tables should be cleaned 	<p>Hall is not be used as a learning space.</p> <p>Children to eat lunch in their own classroom bubble zones.</p> <p>Children have designated indoor and outdoor spaces to ensure they remain separate from other groups throughout</p>	<p>SMSA</p> <p>Teachers and SMSAs</p>	

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		<p>between each group.</p> <ul style="list-style-type: none"> If such measures are not possible, children should be brought their lunch in their classrooms 	<p>the day. Children eat at their own table in their classroom.</p>																																														
<p>Using toilets</p>	<p>All staff, pupils, visitors, contractors</p>	<ul style="list-style-type: none"> ensuring that toilets do not become crowded by limiting the number using them. A 1 in 1 out system may be necessary <div data-bbox="891 624 1361 858" data-label="Diagram"> </div> <table border="1" data-bbox="869 858 1391 1002"> <thead> <tr> <th></th> <th>Admin & Support Team (1)</th> <th>SDSC (2)</th> <th>Owls A (3)</th> <th>Owls B (3)</th> <th>EVS SAL & Counselor (2)</th> <th>Elm (1)</th> <th>Ash (1)</th> <th>Oak (2)</th> <th>Chestnut (1)</th> <th>Maple (1)</th> </tr> </thead> <tbody> <tr> <td>Staff</td> <td>George Hollis Diane Yael Andy</td> <td>Beth Julene Michelle Miranda Serena Lin</td> <td>Alli U Kelly Jo A. Amy S Kate P</td> <td>Vicky Sarah Kate C</td> <td>Rebecca Angie S</td> <td>Kath Amy T Car Bethany Mary-Jayne</td> <td>Matt Emily Tracy</td> <td>Hannah Rof</td> <td>Alicia Alli F Yvonne</td> <td>Vianessa Corina W Angie Wendy Lauren</td> </tr> <tr> <td>Rest Area</td> <td>Staff Room</td> <td>Rowan</td> <td>Robin</td> <td>SPOT</td> <td>Staff Room</td> <td>Staff Room 10pm to 11:30</td> <td>Rainbow Room 12pm to 12:30</td> <td>Rainbow Room 12:30 to 1pm</td> <td>Rowan</td> <td>Workroom</td> </tr> <tr> <td>Toilet</td> <td>T1</td> <td>Rowan</td> <td>Owls</td> <td>SPOT</td> <td>T3</td> <td>T3</td> <td>T2</td> <td>T2</td> <td>Rowan</td> <td>T2</td> </tr> </tbody> </table> <ul style="list-style-type: none"> regular cleaning of area 		Admin & Support Team (1)	SDSC (2)	Owls A (3)	Owls B (3)	EVS SAL & Counselor (2)	Elm (1)	Ash (1)	Oak (2)	Chestnut (1)	Maple (1)	Staff	George Hollis Diane Yael Andy	Beth Julene Michelle Miranda Serena Lin	Alli U Kelly Jo A. Amy S Kate P	Vicky Sarah Kate C	Rebecca Angie S	Kath Amy T Car Bethany Mary-Jayne	Matt Emily Tracy	Hannah Rof	Alicia Alli F Yvonne	Vianessa Corina W Angie Wendy Lauren	Rest Area	Staff Room	Rowan	Robin	SPOT	Staff Room	Staff Room 10pm to 11:30	Rainbow Room 12pm to 12:30	Rainbow Room 12:30 to 1pm	Rowan	Workroom	Toilet	T1	Rowan	Owls	SPOT	T3	T3	T2	T2	Rowan	T2	<p>Schedule in place to direct each member of staff which toilet to use to minimise risk of transmission between staff bubbles.</p> <p>If visitors or contractors need to use the toilet, it will be cleaned immediately afterwards by a member of the SDSC.</p>	<p>SDSC</p>	
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<p>Pupil behaviour</p>	<p>All staff pupils, visitors, contractors</p>	<ul style="list-style-type: none"> Behaviour policy updated due to the need of pupils to behave differently when they return to school, this includes all new systems put in place due to Covid 19 Communicated changes to pupils, parents 	<p>All low-level behaviour incidents to be managed with the classroom. Teachers and HT and other SLT to communicate by walkie-talkie, should there be need for assistance.</p>	<p>Teachers & SLT</p>																																													

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Meeting in staff room and offices	All staff, visitors and contractors	<ul style="list-style-type: none"> Stagger use of rooms to limit occupancy and consider using other rooms to maintain social distancing <table border="1" data-bbox="869 373 1420 523"> <thead> <tr> <th></th> <th>Admin & Support Team (6)</th> <th>SDSC (9)</th> <th>Owls A (5)</th> <th>Owls B (5)</th> <th>YFIS S&L & Counsellor (2)</th> <th>Elm (5)</th> <th>Ash (5)</th> <th>Oak (5)</th> <th>Chestnut (5)</th> <th>Maple (5)</th> </tr> </thead> <tbody> <tr> <td>Staff</td> <td>George Helen Dawn Diane Val Andy</td> <td>Beth Siobh Michelle Miranda Serena Lyn</td> <td>Alli L Kelli Jo A Amy S Kate P</td> <td>Vicky Sarah Kate C</td> <td>Rebecca Angie S</td> <td>Kath Amy T Col Bethany Hazel Niguel</td> <td>Matt Emily Tracy</td> <td>Hannah Rod</td> <td>Alicia Ali F Yvonne</td> <td>Vanesa Corina W Angie Wendy Lauren</td> </tr> <tr> <td>Rest Area</td> <td>Staff Room</td> <td>Rowan</td> <td>Rubus</td> <td>SPOT</td> <td>Staff Room</td> <td>Staff Room 10pm to 12.30</td> <td>Rainbow Room 10pm to 12.30</td> <td>Rainbow Room 12.30 to 1pm</td> <td>Rowan</td> <td>Workroom</td> </tr> <tr> <td>Toilet</td> <td>T1</td> <td>Rowan</td> <td>Owls</td> <td>SPOT</td> <td>T3</td> <td>T3</td> <td>T2</td> <td>T2</td> <td>Rowan</td> <td>T2</td> </tr> </tbody> </table>		Admin & Support Team (6)	SDSC (9)	Owls A (5)	Owls B (5)	YFIS S&L & Counsellor (2)	Elm (5)	Ash (5)	Oak (5)	Chestnut (5)	Maple (5)	Staff	George Helen Dawn Diane Val Andy	Beth Siobh Michelle Miranda Serena Lyn	Alli L Kelli Jo A Amy S Kate P	Vicky Sarah Kate C	Rebecca Angie S	Kath Amy T Col Bethany Hazel Niguel	Matt Emily Tracy	Hannah Rod	Alicia Ali F Yvonne	Vanesa Corina W Angie Wendy Lauren	Rest Area	Staff Room	Rowan	Rubus	SPOT	Staff Room	Staff Room 10pm to 12.30	Rainbow Room 10pm to 12.30	Rainbow Room 12.30 to 1pm	Rowan	Workroom	Toilet	T1	Rowan	Owls	SPOT	T3	T3	T2	T2	Rowan	T2	Kettles, tea, coffee and biscuits provided in each of the rest areas.	SBM	
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Transporting pupils to school via school transport	Driver, guide escort and pupils	<ul style="list-style-type: none"> encouraging parents and children and young people to walk or cycle to their education setting where possible making sure schools, parents and young people follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel ensuring that transport arrangements cater for any changes to start and finish times making sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus. making sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers. taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support 	Letter to be sent to parents ahead of children attending in Bubble Groups from 8/6/20 to encourage children to walk and to avoid using busy public transport.	HT																																													

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		<p>to access the vehicle or fasten seatbelts.</p> <ul style="list-style-type: none"> • local authorities or transport providers could consider the following: <ul style="list-style-type: none"> ○ guidance or training for school transport colleagues ○ substituting smaller vehicles with larger ones, or running 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and increase the amount of space between passengers ○ cordoning off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out • communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times) 			
Use of play equipment	Staff/Pupils from contaminated surfaces	<ul style="list-style-type: none"> • Equipment is cleaned appropriately between each group use • multiple groups do not use it simultaneously 	<p>Antibacterial spray and paper towels to be used to wipe bars and handles after each playtime.</p> <p>Climbing frame not to be used.</p>	Teachers, TAs and SDSC.	
Poor mental health	Staff/pupils due to concerns over Covid 19 and changes being made in schools	<ul style="list-style-type: none"> • Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would 	<p>Briefings and Staff Surveys used prior to changes, feedback taken on board. Members of SLT available to support staff.</p>	HT	

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		<p>be helpful</p> <ul style="list-style-type: none"> Keep staff and pupils informed about changes Situations to be monitored and appropriate actions taken in line with school wellbeing policies for staff and pupils Systems in place to deal with bereavements 	<p>Reminder to staff about Employee Assistance Programme.</p> <p>Open channels of communication between Bubble Groups and SLT. Regular check-ins.</p> <p>Staffing will be reviewed on ongoing daily basis. Compassionate approach will be adopted and leave provided in accordance with policies.</p> <p>Brighter Futures will support the staff team through supervision and consultation as required.</p>	<p>HT</p> <p>SLT</p> <p>HT</p>	
Clinically extremely vulnerable pupils and staff	Staff/pupils	<ul style="list-style-type: none"> Parents and staff to follow medical advice if in this category 			
Clinically vulnerable individuals	Staff/pupils	<ul style="list-style-type: none"> Parents and staff to follow medical advice if in this category 	<p>Staff Risk Assessment completed and 6 staff identified to be part of the SDSC – Socially Distanced Support Crew – and will undertake duties away from children and staff.</p>		
Changes to building use being safe for pupils & staff– e.g. storage, one way systems, floor tape	Staff/pupils by being unfamiliar with new layout of school	<ul style="list-style-type: none"> The Fire Risk assessment must be updated if changes are made to the use of rooms or escape routes eg through measures to provide segregation of routes. 	<p>New arrangements communicated to staff at Zoom Briefing on 1.6.20.</p> <p>Assembly points to be marked with labelled posters.</p>	HT	

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		 <ul style="list-style-type: none"> • Specifically revise Fire evacuation routes and drill • Ensure fire, first aid and other Health & Safety needs are met and that all risk assessments have been updated 	<p>Bubbles will separately rehearse the evacuation procedure, in co-ordination with neighbouring groups.</p> <p>Schedule for Bubble Evacuation Drills to be agreed.</p> <p>Teachers to keep a paper register of attendance in their classrooms and to bring these with them during an evacuation.</p>	<p>Teachers & HT</p> <p>HT</p> <p>Teachers</p>	
<p>Member of a class becoming unwell with COVID19</p>	<p>Staff/pupils by possible contamination</p>	<ul style="list-style-type: none"> • Guidance from PHE and PHE SW being followed • If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child 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. A clear policy of who is responsible for calling NHS 111 for symptomatic children. • if direct personal care is required, a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be 	<p>Thrive Room to be used as an isolation room.</p> <p>Emergency Packs of PE to be ready on the door of the Thrive Room and in each bubble.</p> <p>PPE available for staff to wear when supporting a child with symptoms</p>	<p>Office Team</p> <p>Office Team</p>	

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		<p>maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</p> <ul style="list-style-type: none"> Area to be cleaned in accordance with government guidelines COVID-19: cleaning of non-healthcare settings guidance 	<p>Wipeable mats to be placed inside the Thrive Room and plastic sheeting placed on the seats.</p>	SDSC	
PPE	Staff/pupil by incorrect use or no appropriate PPE available	<ul style="list-style-type: none"> Staff appropriately trained in correct use Adequate supplies maintained Guidance from B&NES Public Health being followed 	<p>Staff to watched HSE video on safe removal of gloves 1.6.20. https://www.hse.gov.uk/mvr/resources/videos/video9.htm</p>		
Legionella	All staff/pupils/visitors/contractors due to legionella bacteria	<ul style="list-style-type: none"> Regular temperature checks and flushing of the hot and cold water systems 'little used outlets' is being undertaken in accordance with legionella written scheme and risk assessment. 	<p>Ongoing monthly monitoring by Zita to take place from 3:15pm, to avoid contact with children. Cleaners to follow path of Zita engineer.</p> <ul style="list-style-type: none"> Refer to LCA document 'LCA Guidance for members on Reopening Buildings' 13/05/20 	Cleaners	

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Lack of qualified first aiders	All staff/pupils due to limited access to appropriately qualified staff	<ul style="list-style-type: none"> A first aid risk assessment has been completed to confirm the number of first aiders required on site at one time For early years, in addition to the above, at least one paediatric qualified first aider is available on site at all times or if this not possible, it is currently acceptable to have a fully qualified first aider (3 day course) or an emergency paediatric first aider (6 hour course) Expiry date of qualifications have been checked and evidence available to confirm that arrangements were in place to update any qualification that was due to expire during lock down. 	Accident Folders in each Bubble Space. First Aid kits taken outside at playtime.	Teachers	
Catering facilities	If meals are being produced at the school an additional risk assessment will be required to ensure safe practices are being observed				

Assessment Next Review Date: 19.6.20

Assessor: G.Samios

Manager: BANES (LA)