

Halley House School Operating Risk Assessment March 2021

Key documents referenced:

- [Restricting attendance during the national lockdown: schools Guidance for all schools in England January 2021](#)
- HHS COVID-19 risk assessment dated January 2021
- HHS Health and Safety Policy dated September 2020
- HHS Asymptomatic Testing Risk Assessment dated December 2020

Name of site	Halley House School
Purpose and scope	<p>School operating profile: fully open from 8 March 2021</p> <p>This document will assess and specify reasonably practicable mitigating control measures to achieve the key overarching objectives:</p> <ol style="list-style-type: none"> help reduce the risk of COVID for pupils and staff who are in school help reduce public health impacts from in-school mixing striving for best student outcomes and fulfilling educational and wellbeing responsibilities
Risk assessment conducted by	Claire Syms, Toby Oxford, Soozii Lim, Mauricio Jimenez, Katanya Findlay, Natasha Scarborough
Risk assessment approved by	Claire Syms & Stuart Dixon (BPET)
Date of next review	19/03/2021

Risk description	Risk rating prior to action (RAG)	Control measures and mitigating considerations	Additional measures necessary before risk level is tolerable after control measures are applied	Residual risk rating (RAG)
Infected staff or pupils attending school with or without symptoms	Red	<p>Aim to minimise contact with individuals who are unwell by ensuring that those with COVID symptoms, or who have someone in their household who does, do not attend school</p> <ul style="list-style-type: none"> Communicate requirement not to attend if they have COVID symptoms, have tested positive in at least the last 10 days or if they have someone in their household who has Signpost staff and parents to latest Government advice regarding symptoms and self-isolation and NHS Test and Trace https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works Verbal health monitoring upon arrival in school - member of staff to 	<ul style="list-style-type: none"> School newsletters and internal bulletins reinforce key messages about not coming onto the premises if symptomatic Strong awareness amongst staff for self-isolation requirements; flow chart on display in staff areas for reference. Reminders in newsletters and emailed communication to parents/carers. 	Yellow

ask pupils if they have symptoms and if so, send to dedicated COVID isolation room that is ventilated whilst awaiting home return arrangements to be made

- Staff to monitor and support each other
- Staff monitor pupils
- Individuals presenting with new continuous cough, or a high temperature or has a loss of, or change in their normal sense of taste or smell must be sent to the COVID isolation room prior to returning home
- Staff or pupils becoming unwell with COVID symptoms whilst at school
 - Follow operating procedure for response to in-school presentation of symptoms to include being sent to the COVID isolation room whilst awaiting home return arrangements to be made
 - Depending on age and their supervision requirements, this should be a naturally ventilated room and behind a closed door but where they can be safely monitored by staff. PPE must be worn by staff attending to these individuals if a +2m distance cannot be achieved <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>
 - Call 999 without delay if the individual is seriously unwell or their life may be at risk
 - Engage with NHS Test and Trace process
 - Signpost those being sent home to Government self-isolation guidance <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>
 - Signpost those being sent home to contact NHS Test and Trace to arrange a PCR test <https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works>
 - Provide printed copies of key NHS guidance documents for those being sent home in case they do not have access to the internet at home. Consider obtaining copies in languages most commonly used in school community where EAL pupils may not have English speakers at home
- Sensitivity must be given in order not to create stigma or allow individuals presenting with symptoms to be discriminated against or bullied by others
- Seek advice from PHE on Local Health Protection Team in the case to

- Information has been shared; there is an overwhelming amount of changing information from many different sources that staff are asked to digest so the importance in streamlining key information remains
- Guidance and support continues to be actively offered to and shared with staff regarding health implications
- Meeting Room furniture and soft furnishings have been streamlined to ensure any cleaning of the room after an isolation can be conducted efficiently and safely.
- Home testing for staff has been conducted on a regular basis since 28th December. (Initially PCRs and now LFDs). LFDs are conducted twice weekly by staff at home and reported on the school's MIS in addition to online to the NHS. Take up of asymptomatic testing of staff is very high.
- DfE helpline number easily accessible in the main school office, the school staff room and in the Headteacher's office. The HT continues to lead on the reporting of any incidents, with the DHT deputising in any event the HT is unable to fulfil this role.
- Template letters and guidance from the DfE have been appropriately circulated to families and staff as necessary following bubble closures at the very end of Autumn 2; the school has acted swiftly and decisively for all prior incidents and families are aware of the possibility of further closures

		<p>assist with in-school contact tracing and isolation directions to help identify and contain any outbreak</p> <p>SENCO to conduct review on pupils with additional needs to ensure that their needs can be met whilst maintaining these control measures</p>		
Increased risk from virus to individuals who are CV/CEV		<ul style="list-style-type: none"> Clinically Extremely Vulnerable individuals should not attend work or learning on site and follow Government shielding advice and any direction from their doctor Clinically Vulnerable should take additional care if attending the school site with handwashing, minimal contact with others, +2m distancing and use for face coverings as identified in this risk assessment Headteacher to review the current list of CEV / CV staff and pupils 	<ul style="list-style-type: none"> Currently no identified CEV pupils or staff. Ongoing notices and advice to community to prepare for any changes, so that RA principles can be employed for this group. Currently 1 identified member of staff assessed as CV and in-school timetable and duties adapted to minimise risk (increased wfh and removal from any group cross-over responsibilities) 	
Increased virus transmission associated with higher on-site pupil occupancy rates		<ul style="list-style-type: none"> If capacity across the site is likely to exceed the maximum occupancy rates or if insufficient staff are available to safely supervise students present, consideration may be made with CEO approval for restricting student places to those identified as a priority Deputy and Assistant Head will proactively monitor the recommended occupancy rates for each classroom and learning space in the building. Establish a process where any temporary breaches of the maximum room capacity on a particular day have a ready contingency plan for implementing temporary enhanced control measures such as those listed below, whilst longer term solutions are found 	<ul style="list-style-type: none"> School timetable is structured to maximise small group teaching time across the curriculum and, as a result, classrooms are at minimal risk of overcrowding throughout the day. Vacant rooms following departure of RSBC on site adds capacity for smaller group sessions and teaching spaces, as well as providing contingency spaces in the unlikely event of maximum occupancy being exceeded 	
Airborne virus spread between pupils and staff in classrooms and other smaller volume indoor		<p>Separation of people and minimised person-to-person contact</p> <ul style="list-style-type: none"> Staff and pupils should remain 2m from each other where possible and no less than 1m (unless in an emergency or where individual risk assessed care is necessary) Maximum room occupancy rates to be monitored and teaching staff to notify SLT if exceeded Break-up indoor classroom sessions with breaks for fresh air Teaching staff to plan classroom furniture and lessons to avoid close proximity face-to-face learning 	<ul style="list-style-type: none"> Teaching spaces demarcated in classrooms with tape on the carpet and clear instructions for pupils; carpet time for YR and Y1 is kept to a minimum, and is not in operation at all for Years 2 to 5. All rooms in the building have maximum occupancy signs at the entry point 	

spaces used by pupils		<ul style="list-style-type: none"> • Lessons will be planned to work equally for those learning remotely from classroom, so in-school work should where possible be conducted individually, allowing for maximum pupil separation • Clearly marked teacher zone to be established at the front of the class and students / staff not to routinely share this space • Split teaching groups into smaller groups in separate rooms • Use consistent pupil groups / bubbles and staggered timetabling to reduce the frequency of contacts both in teaching and social time • Repurpose large gathering spaces (halls, open corridors etc) for additional classrooms where practical to do so <p>Ventilation</p> <ul style="list-style-type: none"> • Ventilate teaching and meeting rooms by opening windows and doors as much as possible without breaching fire, security or other protocols • Open windows to allow background ventilation within occupied rooms • Where the balance between background ventilation and thermal comfort is difficult, for example with draughts and in cold weather, empty the room of pupils if it is safe to do so each hour for 10 minutes and open all windows and doors to replace the stale air. This applies in the following rooms: <ul style="list-style-type: none"> ◦ All classrooms (breaks and lunchtimes used to fully ventilate) ◦ Art Room ◦ Solar ◦ First floor gym space • Site Manager to monitor classroom temperatures to ensure a reasonable balance between thermal comfort and ventilation and take measures to address this where necessary. SLT to consider flexible uniform requirements in very cold weather to increase indoor thermal comfort • Teaching staff to proactively consider practicality of teaching outdoors, using lesson ideas from CLOtC https://www.lotc.org.uk/resources/lotc-resource-packs-free-downloads-for-members/ <p>Face coverings</p> <ul style="list-style-type: none"> • School will follow current Government guidance on face coverings https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education • Face coverings to be worn by all adults when moving around outside of classrooms, to include any occasions when queuing outdoors, as per updated DfE guidance for primary settings w/c 1st March. 	<ul style="list-style-type: none"> • Classes kept in year group bubbles throughout the day, including timetabled staggered breaks and lunch which minimise any risk of cross over between bubbles • Large spaces not currently repurposed as vacant classroom spaces used instead. • Windows opened and fire doors propped by site manager first thing in the morning to initiate air flow; heating currently still on to maintain comfortable learning temperatures. In particularly cold weather, windows are opened to refresh the air in classrooms at allocated times throughout the day, including during breaks and lunchtimes and at least every hour • Recommendations for extra layers for children and staff to ensure thermal comfort during school hours • School has an existing, extensive outdoor learning programme and will continue to utilise outdoor learning opportunities as much as possible • Handwashing posters and guidance in all washrooms (staff, pupil and visitor). Children are well versed in cleaning schedules and handwashing is timetabled. Cleaning supplies continue to be closely monitored and well maintained. 	
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- Communicate with all parents and staff regarding the need to bring face coverings into school and to wear a different one in school to that used whilst travelling to school each day. This will require most people to bring at least two face coverings for each day, including a spare in case one needs changing if it becomes damp from breathing
- Face covering wearing exemptions to be notified and approved by SLT
- Reserve supply of face coverings available from school office
- Waste face coverings must be taken home by individuals in their own sealable plastic bag or be disposed on in black bin bags and not recycling bins
- Handwashing or sanitisation facilities will be available for cleaning hands after touching face coverings

Respiratory hygiene

- Communicate in advance by email, letter or video message from Headteacher the handwashing protocols that will be in place and respiratory etiquette expected of all pupils. Back up with other communications, including resources such as [e-Bug](#) where appropriate
- Posters reminding pupils to ‘catch it, bin it, kill it’ placed at key sight line points around school
- COVID checklist and briefing note in each classroom, reminding pupils and monitoring compliance regarding coughing and sneezing controls
- Pupils encouraged and reminded to bring their own supply of tissues and sanitiser gel into school
- Hygiene stations to be equipped with tissues
- Increase the number of bins around site for safe disposal of tissues and sanitising wipes (the latter should not be disposed of down the toilets)

SENCO to conduct review on pupils with additional needs to ensure that their needs can be met whilst maintaining these control measures

On-site staff and pupil group consistency

- Plan to keep groups of pupils learning on-site as consistent as possible, recording any changes from this in case it is required by NHS Test & Trace
- If staff do need to operate across different pupil groups /bubbles, they should maintain 2m distancing from other staff and pupils and wear a face shield or cover whilst teaching (e.g. specialist art and music teachers)

<p>Hard surface virus spread by teachers and pupils in classrooms or similar spaces</p>		<ul style="list-style-type: none"> • Position hygiene stations equipped with sanitiser gel of the correct specification at key points where they can be used by pupils and staff before and after each lesson and other times throughout the day • Remind pupils to wash hands on arrival at school and frequently throughout the day. Handwash and sanitiser to meet recommended specification • Older pupils to be made responsible for wiping down their own desk after each lesson - issue sanitising wipes to each pupil • Teaching staff to clean their own desk space after each lesson • Provide safe waste disposal of cleaning wipe or cloths in each classroom • COVID daily cleaning checklist to be used by cleaning staff to be completed, signed and returned to Office Manager. • Cleaning staff to ensure increased frequency of cleaning door handles, light switches and hard contact surfaces that are more frequently touched throughout school day and at end of day • Daily evening clean of hard contact surfaces throughout school https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings • Staff to remind pupils on requirement for handwashing for 20+ seconds after return from breaks, change of rooms, before/after eating and visiting the bathroom <p>SENCO to conduct review on pupils with additional needs to ensure that their needs can be met whilst maintaining these control measures</p>	<ul style="list-style-type: none"> • Cleaning measures continue to be stringent. Additional agency staff employed on long term basis to support increase in cleaning regimes whilst permanent appointment made. 	
<p>Hard surface virus spread by teachers and pupils in non-teaching rooms and areas of the school</p>		<ul style="list-style-type: none"> • Reduce requirement to touch surfaces - affix signage to remind people to keep switches on all day (lights etc), hold doors open where possible without breaching fire or security protocols. • Increase frequency of cleaning door handles, stair handrails, light switches, locker handles and other hard contact surfaces throughout school day • Additional daily evening clean of hard contact surfaces throughout school • Cleaning schedule to include hard contact surfaces in outdoor areas such as bike sheds, racks etc • Site Manager to assess whether any COVID control measures may negatively impact other H&S or security measures around the site and raise concerns with the Headteacher <p>IMPORTANT: existing H&S measures should be considered before making changes such as fire doors, security or other safety features.</p>	<ul style="list-style-type: none"> • Fire doors propped open throughout day, including in transition areas (e.g corridors) with kick out door stops in the event of a fire or drill. Fire drill to be conducted upon return of all pupils to further assess and manage risks. • Hall doors wiped down throughout the day • Outdoor climbing frame wiped down between every use 	

<p>Virus spread from learning resources with hard surfaces including computers, musical instruments, stationery, science and sports equipment</p>		<ul style="list-style-type: none"> • Teaching staff to consider adjusting lessons to use individual equipment that can easily be sanitised between use • If used, pupils on site to wipe down in-school equipment after use with sanitising wipes, supervised by staff • Install removable plastic keyboard and mouse covers that can be easily removed and cleaned between use for shared computers • Pupils to use own equipment or be allocated equipment and not share with others where appropriate • Where it is assessed as educationally necessary to share equipment within or between groups/bubbles being educated on site, these must be meticulously cleaned and when possible, left to 'quarantine' for 48hrs (72hrs for plastic items) • Pupils and staff to be asked to limit the quantity of items brought into school to those that are necessary. Ask individuals to bring their own stationery and not share where possible. <p>SENCO to conduct review on pupils with additional needs to ensure that their needs can be met whilst maintaining these control measures.</p>	<ul style="list-style-type: none"> • African drums alternated between year groups week to week to allow more than 48 hours between contacts • Different musical instruments used by year groups to prevent cross-over • Art equipment and resources to be allocated to year groups to prevent cross over during any 48 hour (72 hours for plastics) period • Sports equipment cleaned after use • Other curriculum resources (e.g. Deines, bead strings, magnifying glasses, mirrors) allocated to each year group so no cross over. 	
<p>Pinch points that concentrate flow of people at the same time, reducing ability to socially distance</p>		<ul style="list-style-type: none"> • Monitor pinch points and internal areas where queues might form • Supervise the following pinch points to remind and enforce social distancing where necessary <ul style="list-style-type: none"> ○ Front and rear staircases ○ Main hall doors ○ Playground doors • Staggered timetables in place to help reduce the opportunity for group bubbles to be burst by meeting in corridors • Staggered school start and finish times with arrival slots designed to separate individuals and groups where possible • 2m rule queuing on entry to school, queuing area marked out; monitoring to ensure masks are worn by adults • Ensure 2m distance markers and one ways markings on corridor floors and other signs are still clear to encourage and remind • Separate entrances and exits for year groups • Timetable adjusted to allow additional time for lesson transitions, hand washing and staggered breaks • Signage in lift to ensure only used when absolutely necessary, and with maximum occupancy clearly displayed 	<ul style="list-style-type: none"> • Both staircases in building in use to eradicate interactions between groups • Outdoor 2m markers and signage refreshed, along with current poster guidance from the NHS/DFE/PHE for parents and families • Monitoring of queuing systems at start and end of the day by teaching staff and SLT 	
<p>Larger than class size gatherings,</p>		<ul style="list-style-type: none"> • Such meetings are unlikely to be necessary during this phase of school opening and should be avoided • When important messages would be of benefit to larger groups of 	<ul style="list-style-type: none"> • Whole school assemblies suspended and conducted in class setting virtually or by year group 	

such as assemblies		pupils being educated on-site, conduct these outdoors with 2m pupil separation or use video message	staff.	
Science lessons		<ul style="list-style-type: none"> Plan and restrict lessons to those that will also be practicable for those learning remotely. These will therefore be unlikely to involve close peer working or sharing of equipment, school-issued or shared PPE such as goggles, gloves or other items Science Lead and DHT to advise of any COVID-specific safety arrangements 	<ul style="list-style-type: none"> Outdoor Science opportunities planned for Curriculum able to be delivered on site and remotely in the event of further closures Curriculum maps for year groups indicate different science foci for each term so class sets of equipment can be used without cross over with another year group 	
Art, craft or other lessons with practical elements		<ul style="list-style-type: none"> Plan and restrict lessons to those that will also be practicable for those learning remotely. These will therefore be unlikely to involve close peer working or sharing of equipment, school-issued or shared PPE such as goggles, gloves or other items Liaise with the Head of Art and DHT to consider other measures that may be necessary. 	<ul style="list-style-type: none"> Air flow between Art room and Supernova maximised with open doors and windows in both spaces Maximum occupancy in Art room specified by signage (small group teaching already in effect) Allocated seating for each group Timetabled cleaning time between lessons to allow for wiping down of surfaces etc Disposable aprons used as necessary during Art lessons. Washable green aprons washed after every use 	
Music and signing spreading airborne virus particles to individuals on site		<ul style="list-style-type: none"> Singing and the playing of wind instruments should be restricted to smaller groups of less than 15, in well ventilated large volume rooms (or even outdoors if possible). Music Leads to advise on any other specific considerations following review of current Government advice 		
Virus spread from soft surfaces such as paper, books and material that		<ul style="list-style-type: none"> Lessons and homework will be planned to suit those learning onsite and remotely and will largely be hosted on Zoom, Purple Mash or Google Classroom which will minimise the use of books or other similar resources Where books are used and have wipe clean surfaces, pupils should be instructed and supervised in cleaning these after use. Other 	<ul style="list-style-type: none"> Importance of reading books regularly going home will be mitigated by wiping down all returned books before being returned to circulation. Where this is not possible or practical, they are 	

cannot be laundered such as soft furnishings		<p>books and paper used by pupils should not be shared between pupils where possible. Books may be taken home but any sharing will be prohibited.</p> <ul style="list-style-type: none"> • Soft covered chairs have either been removed or covered with wipe clean covering to facilitate easier cleaning. Where this is not practicable, they are steam cleaned <p>SENCO to conduct review on pupils with additional needs to ensure that their needs can be met whilst maintaining these control measures</p>	stored for 48 hours before being returned to class or library stocks for use	
Virus spread during sport activity for those being educated on-site		<ul style="list-style-type: none"> • Liaise with PE staff to conduct activity specific COVID assessment and follow afPE or sports coaching governing body guidance • Pupils to maintain social distancing during outdoor activity and contact sports will not be permitted • Use outdoor space for sports whenever possible, or larger volume well ventilated indoor hall if it is not • Specific days will be allocated for sports and request pupils to attend school dressed in PE kit to avoid changing • Keep pupils in consistent groups/bubbles during sport • Ensure any sports equipment is cleaned thoroughly between use and reduce unnecessary sharing of individual items • PE Lead and DHT to advise further on additional control measures • Disallow any sharing of PE clothing between pupils 		
The start and end of the school day create risks of breaching social distancing guidelines		<ul style="list-style-type: none"> • Start and departure times are staggered • The number of entrances and exits to be used is maximised • Different entrances and exits are used by different groups • Staff, pupils and parents receive communications and reminders about protocols with entrances, exits and circulation routes • Reminders and signage ensure groups do not congregate around the building and entrances/exits 	<ul style="list-style-type: none"> • Markers and signage outside of building all refreshed in time for full pupil return • SLT supervision at entry and exit points. Congregation of infant classes inside playground area not possible due to staggering. Limited pavement space outside the school to be reviewed on ongoing basis to manage early arrivals/pick ups etc. 	
Outdoor recreation time for those being educated on-site: playgrounds		<ul style="list-style-type: none"> • Free time to be supervised to enforce social distancing and maintaining of groups/ bubbles • Break times are staggered throughout the day to take place in bubbles • Pupils are reminded about social distancing at the start of each break time • Clean outdoor playground equipment and furniture (benches etc) frequently 		

Indoor recreation time: pupil rest areas and common rooms		<ul style="list-style-type: none"> • Pupils to be supervised throughout any break periods that take place inside due to inclement weather. • Pupils to remain in their bubbles during any indoor break periods. • Each class to use indoor play equipment/games that are stored in their own classroom. These are not to be shared with other classes. • Monitoring and enforcing of social distancing to be maintained throughout break times and rest periods between lessons taken indoors 		
Staff rooms for those working on-site		<ul style="list-style-type: none"> • Staff to use their own glass/mug and cutlery and keep this with them if possible. If not, staff should ensure that they clean any equipment in the staff room that they use. Dirty plates, cutlery, cups and glasses should be placed in the dishwasher as this will clean and sanitise items. • Staff should use a disinfectant wipe to clean the table space that they have used once they have finished their lunch. • Ensure cleaning rota includes staff rooms throughout teaching day • Consult with staff to ensure that a suitable balance is maintained with access to welfare facilities that can be provided safely. Access to the staff room is the choice of a staff member and they must ensure that they socially distance if using this room. • Staff should not use chairs that have warning tape applied as these are in place to aid social distancing. • Staff should continue to follow hand washing advice and remember to sanitise hands before and after use of any touch points (such as kettle, fridge etc) 	<ul style="list-style-type: none"> • Clear signage indicating maximum occupancy displayed in corridor outside the staff room and within the room itself. • Ventilation protocols adhered to and windows kept open to maintain airflow (doors are kept shut for the majority of the day). 	
Greater potential for virus loading in bathrooms		<ul style="list-style-type: none"> • Increased frequency of cleaning of all bathrooms and loos to be provided by contractors • Office Manager to produce a COVID daily cleaning checklist for use by cleaning staff, to be completed, signed and returned • Where possible, allocate bathrooms to specific pupil groups to reduce use in the fewer, more convenient or 'popular' bathrooms • Remind pupils of policy of one person per toilet at a time • Remind pupils of the importance of hand washing and hand sanitising 	<ul style="list-style-type: none"> • Toilets on different floors allow for allocation to year group bubbles • Ground floor toilets (near lunch hall and playground) have an increased cleaning schedule due to higher frequency of use 	
Greater potential for virus loading in medical room affecting staff supervising /		<ul style="list-style-type: none"> • Dedicated COVID medical isolation room with a closeable door and window ventilation to be equipped with gloves, tissues, sanitiser gel and waste disposal. • Consult with school nurse or other registered medical practitioner for additional advice and guidance • Follow PPE guidance 	<ul style="list-style-type: none"> • Meeting room used as isolation room rather than the First Aid room, which opens directly into the front office 	

<p>caring for individuals before return home or those cleaning it afterwards</p>		<p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p> <ul style="list-style-type: none"> • Face masks (for individuals with possible infection and FFP2 or FFP3 respirator masks and safety glasses/face shields for first aiders who may need to approach and care for them). • Safe cleaning of bodily fluids and waste disposal essential • Deep clean after each use of the room 		
<p>Close contact between first aiders, school nurse and infected people</p>		<ul style="list-style-type: none"> • Consult with school nurse or other registered medical practitioner • Follow guidelines on first aid and review school first aid needs assessment https://www.gov.uk/government/publications/novel-coronavirus-2019-ncov-interim-guidance-for-first-responders/interim-guidance-for-first-responders-and-others-in-close-contact-with-symptomatic-people-with-potential-2019-ncov • Medically qualified staff to follow their registered body guidelines on infection control. Equip first aid kits with additional gloves, masks, goggles and sanitiser gel <ul style="list-style-type: none"> ○ Individuals displaying COVID symptoms: where it is possible, move the casualty to the dedicated COVID isolation room to apply first aid. Where this is not possible, first aider to wear PPE before treating casualty. ○ Other treatment with individual not displaying COVID symptoms - use the normal sick room to apply first aid • Call 999 ambulance if an individual is seriously unwell or their life may be at risk • Anyone coming into contact with someone who is unwell must wash their hands thoroughly prior to conducting other duties and the COVID sick room should be cleaned using bleach 	<ul style="list-style-type: none"> • Clear recording of categorisation of close contacts in the event of bubble closures 	
<p>Increased risk to cleaning staff themselves and of spreading the virus to other areas</p>		<ul style="list-style-type: none"> • Inform, train and supervise cleaning staff including correct use of PPE <ul style="list-style-type: none"> ○ Routine cleaning: provide PPE to include gloves, aprons and standard face masks and monitor compliance ○ Cleaning locations where known or suspected individual may have been or for cleaning bodily fluids: enhanced PPE to include respirator style face mask and eye protection • Provide sufficient cleaning supplies of correct specifications, including disposable cloths and safe waste disposal facilities • Provide sufficient facilities for cleaning staff to clean themselves after work and before leaving the site • Do not use the same cleaning cloth in multiple rooms to avoid the 		

		<p>risk of spreading the virus from room to room.</p> <ul style="list-style-type: none"> • https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings • https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/878677/PHE_11606_Putting_on_PPE_062_revised_8_April.pdf • https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/878678/PHE_11606_Taking_off_PPE_064_revised_8_April.pdf 		
Pupils leaving school for external appointments and returning to school		<ul style="list-style-type: none"> • Such occurrences should be discouraged where possible • Parents to collect child following normal protocols and be instructed to wash or sanitise hands before departing • On return to school, pupil to check-in and be directed to hygiene station to wash hands before returning to class • Pupils to be reminded to follow social distancing guidelines, safe use of public transport and other government advice whilst temporarily off site when checking-out from reception/student services desk. • Sign in sheet to have a check sheet confirming that social distancing, hand washing, sanitiser and face coverings on public transport have been complied with. 		
Outsourced dedicated school transport to those attending on-site learning		<ul style="list-style-type: none"> • Follow guidance contained in DfE transport guidance https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020 • Transport operators who remain in use to be consulted with and an assessment made of their COVID risk assessment and operating procedures to reduce risk, including how pupils' seating will be organised and enhanced vehicle cleaning schedules • Where this is not to the satisfaction of the school, alternative providers may be considered, use school transport providers where possible • Encourage parents, staff and pupils to walk or cycle to school where possible. Consider additional storage/designated areas for cycles and helmet storage within bubble groups. • Where walking or cycling to school is not possible, encourage parents to drive pupils rather than use school or public transport in order to minimise the number of people they may come into contact with • Supervise drop off and collection areas on site to reduce crowding 	<ul style="list-style-type: none"> • Hackney transport providers have confirmed all the necessary controls are in place on their transport provision • Individual vulnerability risk assessments include assessment of transport modes for staff and any mitigating factors/arrangements. These continue to be updated for all staff • Support for families needing PPE (e.g. face masks for public transport) has been arranged so as not to prevent children attending who need to • The school has to balance the recommendations for car travel in light of Covid-19, with extremely narrow roads, limited parking and 	

			other negative health effects of using a vehicle to get to school.	
School kitchen		<ul style="list-style-type: none"> • External catering supplier's COVID risk assessment and staff operating procedure to be requested and reviewed (if applicable) • Caterer to provide a COVID daily cleaning checklist for use by kitchen staff to be signed and returned to management • Consult with chef regarding appropriate kitchen food hygiene control measures including use of PPE by catering staff • Kitchen areas must be cleaned before and after each food preparation using appropriate catering sanitiser products • Ensure that crockery or cutlery used is washed thoroughly in hot water with detergent and dried after • Where food is provided, use food coverings to reduce exposure to airborne particles during food preparation • Likelihood of transmission via food is small • Robust hygiene measures in place at all times • Extensive cleaning programme in place in preparation and serving areas • Government guidance followed 	<ul style="list-style-type: none"> • Food trays/plates/bowls covered as necessary at the start of service and between different sittings • Tables and surfaces cleaned between every lunch sitting • Self-service (salad, bread etc) suspended at lunchtimes for all year groups and any school staff eating a school meal (served by catering staff to minimise contacts) • Catering staff continue to wear gloves and face shields/face coverings. MDS also follow stringent hygiene procedures whilst in the hall (including gloves and face coverings) • Sanitiser available in multiple locations within hall and clear signage for both adults and staff visible at all times • Ongoing liaison between SLT and catering staff (including manager) to ensure all risk assessments followed and reviews discussed 	
Staff delivering FSM or home visiting pupils		<ul style="list-style-type: none"> • Where possible, home visits should only take place when concerns over a child's welfare have been raised and there has been a lack of contact with parents/carers. • SLT to review lone working and off site working risk assessment and communicate this to colleagues, taking note of the security, personal safety and COVID risk to staff if a home visit is necessary. • Staff engaged in these duties should avoid public transport, follow COVID public health guidance for the general public • Staff to follow existing protocols including checking out with a colleague before leaving the school, visiting by appointment only and not entering pupil households 		

Dining areas		<ul style="list-style-type: none"> ● Stagger lunches and continue a one-way system into and out of the dining room ● Direct pupils to wash hands before entering dining areas and supervise entry and exit to dining area ● Implement additional waste stations for dirty plates/food waste etc ● Arrange lunch sittings in groups/bubbles where possible. ● Ensure that the dining hall is cleaned thoroughly after use. ● Staff to supervise dining areas to ensure social distancing guidelines are followed. ● Pupils queueing for food should maintain social distancing as much as is possible. ● Cutlery and plates should not be shared. Any cutlery and plates required for later sittings must be thoroughly cleaned and disinfected. 	<ul style="list-style-type: none"> ● Request that pupils bring their own water bottle and do not share it with others (water freely available for all in lunch hall) 	
Ingestion or unsafe use of sanitiser gel or cleaning products		<ul style="list-style-type: none"> ● Supervise use of sanitiser gel for younger pupils or for those with additional needs as appropriate ● Review COSHH assessment for alcohol gel and cleaning products, store in accordance with manufacturer's instructions and restrict access to stored quantities of greater volumes 		
Inadequate supplies of soap and hand sanitiser mean that pupils do not wash their hands with sufficient frequency		<ul style="list-style-type: none"> ● An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. ● Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. 		
Emergency procedures - fire		<ul style="list-style-type: none"> ● Review current fire risk assessment and ensure that changes to school access or egress introduced to facilitate social distancing do not counter existing fire risk management control measures ● Conduct a fire drill frequently in order to re-familiarise pupils and staff with evacuation arrangements and to highlight any changes that have been necessary, and to accommodate fluctuating on site presence of different individuals ● Maintain social distancing and wearing of masks during drills and conduct several smaller drills for fewer pupils at a time 		
Emergency procedures -		<ul style="list-style-type: none"> ● Review school security risk assessment and ensure that changes to school access or egress (to facilitate social distancing) do not 		

security lockdown		<p>counter security access control measures</p> <ul style="list-style-type: none"> ● Brief staff and pupils to re-familiarise them with school security protocols and to highlight any changes that have been necessary during the current phase of opening ● At an appropriate time and in proportion to the assessed security risk, conduct a lockdown rehearsal for staff 		
Pupils' increased anxiety and other mental health		<ul style="list-style-type: none"> ● Staff to monitor pupils' wellbeing and be alert to potential need for greater emotional support ● Consider establishing additional arrangements for pupils to get support from specialists or staff trained in mental health support ● Communicate the arrangements for pupils to access support services and consider proactive signposting to external resources including https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers ● Communicate with parents and pupils in advance regarding how these arrangements will work practically in order to reassure them and to help address further anxiety. ● Teaching staff to contact DSL if they have any concerns over a pupil that come to light in remote learning sessions 	<ul style="list-style-type: none"> ● There are sufficient numbers of trained staff available to support pupils with mental health issues. ● There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. ● Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). ● Resources/websites to support the mental health of pupils are provided. ● PSHE and well-being underpins learning principles ● Strong awareness in school community and effective support in place including use of external consultants and agencies ● Ongoing monitoring, action and review planned and instigated, including individualised provision for identified children 	
Pupils' behaviour on return to school does not comply with social distancing		<ul style="list-style-type: none"> ● Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. ● For young children this is done through age-appropriate methods such as stories and games. ● Staff model social distancing consistently. ● The movement of pupils around the school is minimised. 	<ul style="list-style-type: none"> ● Updated Covid-specific appendices to whole school Behaviour policy; shared with stakeholders and reminders around school for children and staff 	

guidance		<ul style="list-style-type: none"> • Large gatherings are avoided. • Break times and lunch times are structured to support social distancing and are closely supervised. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents reinforce the importance of social distancing. • Staff aim to utilise social distancing with the youngest children in the school when this is possible. 		
Staff welfare. Increased anxiety, occupational stress and mental health presentations by staff exacerbated by changing priorities, workloads, time pressures and blurred work-life balance		<ul style="list-style-type: none"> • Proactive line management and regular manager 'check ins' with staff, in order to help recognise signs of occupational stress • Line managers to discuss welfare with colleagues and escalate concerns to the Headteacher • Staff briefings and training include content on wellbeing. • Headteacher to monitor staff workloads to ensure these remain manageable • The LAB continues to be proactive in its support for school staff • Clear, manageable expectations have been provided to all staff about the balance of wfh (i.e. if bubble closure, but otherwise well) and on-site, and if they are unwell. 	<ul style="list-style-type: none"> • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. • Staff briefings/training on wellbeing are provided. • Staff have been signposted to useful websites and resources. • Relevant web-links circulated by CEO/COO have been cascaded down to all staff. • Clear focus on, and support for, staff mental health underpins the school ethos • Strong connections are evident within the team 	
New and expectant mothers - staff		<ul style="list-style-type: none"> • Staff to follow Government guidance and that from individual's doctor or midwife, noting that pregnant mothers are considered Clinically Vulnerable and should be working from home • DHT to conduct a risk assessment of returning to work for new mothers, in conjunction with medical advice from the individual's doctor 	<ul style="list-style-type: none"> • New returning mother expected June 2021; risk assessment and plans provisionally in place • Upcoming maternity leave (expected end of April 2021) – individual risk assessment regularly updated throughout pregnancy, and guidance from RCOG shared and discussed alongside midwife/doctor specific advice 	
Visitors including parents		<ul style="list-style-type: none"> • Minimise the number of non-essential visitors • Where possible, restrict visitors to appointment only and restrict site access to a designated room close to the main entrance, hosting them in this room rather than permitting their further movement through the site 		

		<ul style="list-style-type: none"> • Parents should not be permitted to enter the school through any other point of entry and should be informed of this important requirement in advance • Inform essential visitors of the school's COVID-related social distancing and other infection control protocols when signing-in • Peripatetic staff may move between schools where necessary but visits should be minimised and follow in full the protocols of the host school whilst on site • Visitors to sanitise hands before using sign in screen 		
Contractors		<ul style="list-style-type: none"> • Reduce any unnecessary contractor visits whilst pupils are onsite • Office Manager to check that contractors have not got Covid symptoms by asking them to read through the list of symptoms when they arrive and confirm that they do not have any of those symptoms. • Where possible, plan their work to be at times when pupils are not on site. • Office Manager to request contractor method statements and review their COVID-related control measures. • Office Manager to inform contractors of the school's COVID-related social distancing and other infection protocols. • Contractors to sanitise hands before and after use of the sign in screen. 	<ul style="list-style-type: none"> • Company Risk Assessments held by school for all relevant contractors (e.g. Engie, Caterlink, FutureProof) 	
Deliveries		<ul style="list-style-type: none"> • Designate one location for any deliveries to a space where they can be disinfected before being passed on. Train staff on how to do this and dispose of packaging safely 		
External lettings		<ul style="list-style-type: none"> • Request risk assessments (including Covid risk assessment) from any external provider. • Cleaning schedule to take account of any external hire of school facilities to ensure thorough disinfecting of the spaces used can take place. • HT is aware of all bookings as per Hackney guidance related to lettings to ensure they are Covid-secure 	<ul style="list-style-type: none"> • All bookings conducted through SchoolHire and therefore subject to rigorous checks before approval • Current Risk Assessments held by school (e.g. Strings Club) 	
Educational visits		<ul style="list-style-type: none"> • Educational Visits are not permitted during the current phase of restricted operation. This will be reviewed, in line with updated guidance, by SLT. 		

Non-compliance		<ul style="list-style-type: none"> ● Review behaviour policy and HR policies for current phase of operation and in-school pupils. Update to incorporate social distancing and other COVID-related measures ● Encourage culture of 'positive compliance' through mutual respect and have plans in place for dealing with non-compliance ● Any serious or persistent breaches of compliance to be dealt with by HT ● Establish a log of potential group or risk assessment breaches 		
Reporting positive tests		<ul style="list-style-type: none"> ● Staff and parents of children to report positive COVID tests to the school as soon as the results are known. The school will need to know when Covid symptoms started and who the positive case has come into close contact with. The school will also need to know whether the positive test was a Lateral Flow Device test (LFD) or a Polymerase Chain Reaction test (PCR) as this will impact next steps and advice on self-isolation given to close contacts. ● Headteacher to call the DFE/PHE and seek advice on closure of bubbles and self-isolation requirements. ● School to communicate with close contacts on the need to self-isolate once this has been confirmed with the DFE/PHE. ● Follow operating procedure regarding pupils or staff who may have come into contact with the virus whilst at school ● See also national- and Hackney-specific reporting guidance here ● School staff are acutely aware of the importance of continuing to follow up any absence, as well as close tracking of children, and following up on home learning access in the event of bubble closure ● Continued communication about signs and symptoms has been shared with all stakeholders ● Office staff are very familiar with guidance and recommendations to parents and are proactive in ensuring this is timely, including as part of meticulous first day absence reporting calls/emails etc with families. 	<ul style="list-style-type: none"> ● The school will also complete the online Hackney form to notify of a positive case. Additional support and/or guidance will be sought from Hackney (HLTcoronasupport@hackney.gov.uk) as necessary <p>To help with this, records will be kept of:</p> <ul style="list-style-type: none"> ○ The pupils and staff in each group ○ Any close contact that takes place between children and staff in different groups <p>Close contact means:</p> <ul style="list-style-type: none"> ○ Direct close contact – face-to-face contact with an infected person for any length of time, within 1 metre, including: <ul style="list-style-type: none"> ▪ Being coughed on, ▪ A face-to-face conversation, or ▪ Unprotected physical contact (skin-to-skin) ○ Proximity contacts – extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected person ○ Travelling in a small car with an infected person 	

			<ul style="list-style-type: none"> • Reporting continues to be robust in all instances 	
The number of staff who are available is lower than that required to teach classes in school and operate effective home learning		<ul style="list-style-type: none"> • The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. • Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. • Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. 		
Other Estates related occupational H&S		<ul style="list-style-type: none"> • Headteacher to conduct periodic walking site tour to make H&S observations and record the outcomes of these. • Office Manager, Site Manager and Facilities Management Company to advise Headteacher on other H&S risk assessments that may be affected during the current phase of operation that may cause temporary changes of use, access arrangements, increased storage of chemicals/cleaning materials and closed-off buildings. This shall include: Headteacher, Office Manager, Caretaker 16 ○ Fire ○ Security and access control ○ Legionella ○ COSH 		
Safeguarding		<ul style="list-style-type: none"> • DSL to review safeguarding policy to ensure that current teaching and supervision arrangements remain in line with the policy and good practice • DSL to report back to HT and escalate any potential causes for concern regarding processes and procedures during this phase of operation • DSL to ensure that any gaps in onsite DSL cover are escalated to the HT to arrange suitable alternative cover • DSL to conduct periodic audits of any online teaching and other arrangements 	<ul style="list-style-type: none"> • Current levels of Designated Team members and First Aiders available for work is more than sufficient to ensure adequate coverage across the school day. 	
Other actions identified by risk assessment			Action required and by who	

Individuals consulted during this assessment

Name	Date consulted	Name	Date consulted
Toby Oxford, Deputy Headteacher & DSL	22 Feb 2021	Nick Walters, Chair of LAB	22 Feb 2021
Soozii Lim, Assistant Headteacher & SENDCO	22 Feb 2021	Stuart Dixon, BPET COO	22 Feb 2021
Mauricio Jimenez, Site Manager	22 Feb 2021	Debbie Ashley, EYFS Lead	26 Feb 2021
Katanya Findlay & Natasha Scarborough, Office Managers	22 Feb 2021	Natalie Andrew, KS1 Phase Lead	26 Feb 2021
Kate Hodgson, Art Lead	26 Feb 2021	Michelle Clarke, LKS2 Phase Lead	26 Feb 2021
Rob Challens & Madeline Taylor, Music teachers	26 Feb 2021	Joseph Roff, ENGIE Facilities Management officer	24 Feb 2021
Abdou Jeng, Sports Coach	26 Feb 2021	Parent community	1 Mar 2021