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| <h2 style="margin: 0;">Risk Assessment</h2> |
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|--|--|
| <b>Location / Site</b>   | Insert location and site where activity taking place     |
| REDHILL PRIMARY ACADEMY  |  |
| <b>Activity / Procedure</b>  | Insert name/type of activity or procedure being assessed |
| SCHOOL REOPENING TO ALL PUPILS MARCH 2021 (Updated from partial closure)   |  |
| <b>Assessment date</b>   | Insert date when assessment is being carried out         |
| <p>6/7/2020 – to be updated regularly until re-opening</p> <p>21/9/20 – updates in yellow</p> <p>27/10/20 – updates in blue</p> <p>3/12/20 – updates in green</p> <p>15/12/20 – isolation period update</p> <p>31/12/20 – review based on Telford and Wrekin moving into Tier 3, updates in pink</p> <p>5/1/21 - updated based on PM announcement, changes in grey.</p> <p>8/1/21 – updated due to release of government guidance ‘Restricting attendance during the national lockdown: schools’ Guidance for all schools in England, updates in grey.</p> <p>21/1/21 – updated to add in the management of asymptomatic testing of staff. See final section.</p> <p>3/2/21 – checked and updated based on updated guidance, Restricting attendance during the national lockdown: schools’ Guidance for all schools in England, updates of text in blue.</p> <p>24/2/21 – checked and updated based on new government guidance, Schools coronavirus (COVID-19) operational guidance, updates of text in green.</p> <p>26/3/21 – updated section to encompass after school clubs resuming after Easter, updates of text in purple.</p> <p>20/4/21 – updated to reflect swimming, music lessons and residential visits all of which can resume, updates of text in dark red.</p> <p>12/5/21 – updated to reflect easing of restrictions on 17<sup>th</sup> May, updates to text in orange.</p> |  |

|                                |            |
|--------------------------------|------------|
| <b>Identify people at risk</b> | YES or NO  |
| <b>Employees</b>               | <b>YES</b> |
| <b>Children</b>                | <b>YES</b> |
| <b>Visitors</b>                | <b>YES</b> |
| <b>Contractors</b>             | <b>YES</b> |

On Monday 22nd February 2021, the Prime Minister announced that from 8 March, all pupils should attend school.

Taken from Schools coronavirus (COVID-19) operational guidance:

To prepare for this:

- review and where necessary, update your risk assessment
- make sure you are following the system of controls to minimise the risk of

infection, including plan for asymptomatic testing.

- have a contingency plan in place for outbreaks in your school or changes in restrictions
- communicate any changes in your processes to parents

Much of the content in this guidance will be familiar to you, as it replicates what was in place for the autumn term. Specific changes include:

- use of face coverings should be worn by adults and staff where social distancing is not possible
- mandatory attendance expectations in different school phases
- current expectations for clinically extremely vulnerable pupils and staff
- curriculum expectations
- elective home education
- exams

The guidance outlines the set of actions you must take. They are grouped into 'prevention' and 'response to any infection'. If you follow the system of controls, you will effectively reduce risks in your setting and create an inherently safer environment.

These additional measures will be reviewed in partnership with health experts to decide whether evidence suggests that these measures can be eased ahead of the summer term.

### Prevention

You must always:

- 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
- 2) Ensure face coverings are used in recommended circumstances.
- 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.
- 4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Consider how to minimise contact across the site and maintain social distancing wherever possible.
- 7) Keep occupied spaces well ventilated.

In specific circumstances:

- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
- 9) Promote and engage in asymptomatic testing, where available.

### Response to any infection

You must always:

- 10) Promote and engage with the NHS Test and Trace process.
- 11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
- 12) Contain any outbreak by following local health protection team advice.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/963541/Schools\\_coronavirus\\_operational\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963541/Schools_coronavirus_operational_guidance.pdf)

## REDHILL PRIMARY ACADEMY HEALTH & SAFETY

Red texts are control measures from Government Guidance – Schools coronavirus (COVID-19) operational guidance February 2021, Restricting attendance during the national lockdown: schools' Guidance for all schools in England 7<sup>th</sup> January, Coronavirus (COVID-19); full reopening of schools 2<sup>nd</sup> July 2020, implementing protective measures in education and childcare settings updated 1st June 2020

|   |   |            |                   |
|---|---|------------|-------------------|
| <b>Identify hazard</b>  | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |            |                   |
| <b>Lack of social distancing in the classroom</b> resulting in direct transmission of the virus   |   |            |                   |
| <b>Existing level of risk</b>   | Consider current level of risk  |            |                   |
| <b>HIGH</b>   | <b>MEDIUM</b>   | <b>LOW</b> | <b>NEGLIGIBLE</b> |
| <b>Control measures</b>   | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |            |                   |
| <ol style="list-style-type: none"> <li>1. We have considered how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable, <b>where possible schools should keep group sizes small</b>. <b>Year group bubbles will be in place outside, classes can join for assemblies and interventions.</b> 1:1 support will be provided full educational and care support for those pupils who have SEND.</li> <li>2. <b>Remove excess chairs to increase space if space to do so</b>– excess furniture in shed or conservatory.</li> <li>3. <b>Remove soft furnishing that would need additional cleaning e.g. cushions, comfy chairs.</b></li> <li>4. Home-school agreement sent to parents/carers before return and behaviour policy has been updated.</li> <li>5. Class and school rules charter created for and with the children <b>on first day back after return and then frequently revisited thereafter</b> - (Include instructions how to line up, use of toilet, moving around the classroom etc.)</li> <li>6. Charter re-visited and modelled many times a day and linked to school behaviour system – lots of praise for adherence and sanctions for non-compliance.</li> <li>7. <b>Robust hand and respiratory hygiene.</b> Explicit re-teaching of how to wash hands and importance around this <b>on first day back 8<sup>th</sup> March and frequently thereafter.</b> Use of E-Bug materials if appropriate. <b>Use of hand foam which envelopes virus when pupils not eating to speed up process.</b></li> <li>8. Mark out an area for the teacher at front of room, <b>extra space (as a result of limited numbers) should be used to maximise the distance between pupils and between staff.</b> This may not always be possible with younger children or children with complex needs. <b>For children old enough, they should also be supported to maintain distance and not touch staff where possible.</b></li> <li>9. <b>Children to be seated on desks facing forward.</b></li> <li>10. Children to remain in their own seats and not move to different seats during the school day.</li> <li>11. Children stay in the classroom and not mix with other groups.</li> <li>12. Reduced items to be allowed to be brought into school: water bottles, packed lunch box (unless having a school dinner), reading book and reading diary in a book bag (or brought in a polypocket if your child does not have a book bag) and medication only.</li> <li>13. Children will return in PE uniform only. Black joggers or leggings, PE t-shirt or plain white t-shirt, school black hoody or plain black hoody.</li> <li>14. <b>Children to be provided with individual equipment, which is not shared with others and is wiped down weekly.</b></li> <li>15. <b>Windows to be left open to allow for ventilation. See specific hazard</b></li> <li>16. <b>Staff to wear visors if they wish whilst teaching</b> <b>Note:</b> They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering.</li> <li>17. No whole school singing assemblies.<br/>             Music, dance and drama in school:<br/>             Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts.<br/>             The overarching objective should be to reduce the number of contacts amongst pupils, and between           </li> </ol> |   |            |                   |

pupils and staff, including for rehearsal and performance. As set out in the system of controls, this can be achieved through keeping groups separate (in bubbles) and through maintaining social distance between individuals.

> schools have the flexibility to decide how music, dance and drama will be provided while following the measures in their system of controls; (limit numbers, social distancing and reducing background music etc)

> schools should not host any performances with an audience.

> singing, wind and brass playing should not take place in larger groups unless significant space, natural airflow and strict social distancing can take place.

> avoid sharing instruments or equipment and ensure they are disinfected after use – by the pupils who used them if they are old enough.

Some of the mitigating factors are:

> Playing instruments and singing should take place outdoors wherever possible.

> limiting the number of children singing or playing together as far as possible and ensuring that children attending are in small groups of no more than 15, with the same children each time wherever possible and at least one staff member.

> children are socially distanced (2 metres apart if not outside and/or face-to-face).

> they are not singing loudly (use microphones for volume).

> back-to-back or side-to-side positioning – not face to face wherever possible.

> Ensure audience members are seated and in socially distanced seats.

> If using equipment handwashing should be done before and after.

Music sessions will commence in the hall following these mitigating factors from 19<sup>th</sup> April 2021.

18. Outdoor sports will be completed daily, weather permitting.

Physical activity in schools.

> pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.

> schools can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within their own system of controls.

> outdoor activities and sports should be prioritised where possible.

> the ability for schools to offer team sports is likely to be limited.

Consult the national governing bodies' advice for each sport.

Indoor PE can take place where there is good ventilation.

19. Swimming at Oakengates leisure centre will resume for Years 2 and 3 from 20<sup>th</sup> April. There are one way systems in place to prevent the mixing of bubbles and the centre will be responsible for cleaning the centre between bubbles. Robust handwashing will take place on arrival and exit of the leisure centre and on return to school. The bus company will sanitise the bus between every group and staff will continue to enforce social distancing measures whilst outside of school, maintaining 2m distance from members of the public wherever possible.

20. Wrap around care provision will take place in the hall. Children from different bubbles to remain in their own zone and not have contact.

21. Practice fire drill to take place in first week back to remind children of how we can evacuate safely whilst maintaining social distancing, and again later in the half term.

22. Any child or adult showing symptoms to be removed from the group and taken to library, SLT to be notified and follow gov guidelines around self-isolation for individual and entire group. If it is the member of staff showing symptoms, no other adult will be asked to teach that group, the entire group, children and adults must self-isolate for 10 days.

School to notify relevant bodies and will participate in NHS Test and Trace.

Staff to be vigilant of children with SEND as they may have an impaired ability to communicate if they're feeling unwell.

|                         |               |  |            |
|-------------------------|---------------|--|------------|
| Remaining level of risk |               | Consider level of risk following use of control measures |            |
| HIGH                    | <b>MEDIUM</b> | LOW  | NEGLIGIBLE |

|   |   |
|---|---|
| Identify hazard   | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards |
| Lack of ventilation resulting in direct transmission of the virus |   |

**REDHILL PRIMARY ACADEMY HEALTH & SAFETY**

|   |               |   |                   |
|---|---------------|---|-------------------|
| <b>Existing level of risk</b>   |               | Consider current level of risk  |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b>Control measures</b>   |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>Employers must, by law, ensure an adequate supply of fresh air in the workplace and this has not changed.</li> <li>Open a selection of windows or doors 15 minutes prior to the building opening. After this time if needed doors can be closed for a duration of time, reopen at playtimes, lunchtimes and after school to at a minimum to allow natural flow of air. Windows to be left open wherever possible.</li> <li>Opening a number of windows or doors to create cross flow of natural air will improve the natural ventilation and be more effective. This does not mean that every window or door needs to be opened but looking at the most effective windows/doors to create a cross flow of air.</li> <li>Toilet windows and doors open</li> <li>All office, staffroom, stock rooms, server room, conservatory doors kept open, with windows open regularly throughout the day to ventilate the space.</li> <li>All classrooms, windows open, door to corridor closed.</li> <li>Heating only on in mornings</li> <li>Reception and nursery toilets, ventilation fan on, doors closed, window closed.</li> <li>No fan on in staffroom</li> <li>Hall door to corridor kept closed, windows open</li> <li>Relaxed uniform to incorporate daily PE sessions and clothes to be changed daily. Additional clothing can be worn e.g. additional sports zip up jackets under coats.</li> </ol> |               |   |                   |
| <b>Remaining level of risk</b>  |               | Consider level of risk following use of control measures  |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |

|   |               |   |                   |
|---|---------------|---|-------------------|
| <b>Identify hazard</b>  |               | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |                   |
| <b>Lack of social distancing using toilets and poor hygiene</b> resulting in direct and indirect transmission of the virus  |               |   |                   |
| <b>Existing level of risk</b>   |               | Consider current level of risk  |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b>Control measures</b>   |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>Teachers to be vigilant of who they are sending to the toilet – try to take whole bubble to toilet at same time so that the toilets can be cleaned between bubbles.</li> <li>Children only allowed to use the toilets at their capacity – if toilets are full, children to be told to wait on the lines if another child in the toilet and only move into the toilets when there is space.</li> <li>Allocated toilets for different groups of children – KS2, KS1 and Reception.</li> <li>Importance of washing hands after visiting the toilets revisited with teachers and/or TA.</li> <li>Extra signs in toilet re washing hands.</li> <li>Small children and pupils with complex needs will continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative.</li> <li>Wedges for the toilet external toilet doors if not fire doors to stop the constant touching of them.</li> <li>Toilets to be included in the high touch points cleaning regime – see cleaning rota.</li> <li>TAs on rota to clean toilets during the school day.</li> <li>Continue to monitor the quality of cleaning.</li> <li>Extra soap ordered to ensure we do not run out – Mrs Smith to monitor and let SLT know if stock diminishes more quickly than anticipated.</li> </ol> |               |   |                   |
| <b>Remaining level of risk</b>  |               | Consider level of risk following use of control measures  |                   |

**REDHILL PRIMARY ACADEMY HEALTH & SAFETY**

| HIGH  | MEDIUM | LOW   | NEGLIGIBLE |
|---|--------|---|------------|
| <b>Identify hazard</b>  |        | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |            |
| <b>Lack of social distancing waiting to enter classroom in morning</b> resulting in direct transmission of the virus  |        |   |            |
| <b>Existing level of risk</b>   |        | Consider current level of risk  |            |
| HIGH  | MEDIUM | LOW   | NEGLIGIBLE |
| <b>Control measures</b>   |        | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |            |
| <ol style="list-style-type: none"> <li>Markers on the playground for the children and parents to wait 1 metre apart. Although guidance now states that this is not necessary, we will continue to encourage social distancing where possible.</li> <li>Allocated different gates for children to arrive and leave from.</li> <li>Only parents of Nursery to enter grounds in the mornings, parents allowed onto site for pick up.</li> <li>Instructions shared re social distancing with parents and children.</li> <li>Signage for parents and children displayed outside the classroom, on school noticeboard and on the playground.</li> <li>HT and DHT to be on duty to supervise.</li> <li><b>Staggered drop off and pick up times for different year groups to minimise gathering at school gates.</b></li> </ol> |        |   |            |
| <b>Remaining level of risk</b>  |        | Consider level of risk following use of control measures  |            |
| HIGH  | MEDIUM | LOW   | NEGLIGIBLE |

| <b>Identify hazard</b>  |        | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |            |
|---|--------|---|------------|
| <b>Lack of social distancing during playtimes and lunchtimes</b> resulting in direct transmission of the virus  |        |   |            |
| <b>Existing level of risk</b>   |        | Consider current level of risk  |            |
| HIGH  | MEDIUM | LOW   | NEGLIGIBLE |
| <b>Control measures</b>   |        | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |            |
| <ol style="list-style-type: none"> <li><b>Staggered playtimes</b> and allocated play area for each bubble.</li> <li><b>Reduced playtime equipment – to be cleaned after use see cleaning action plan.</b></li> <li>Games discussed which encourage social distancing – non-contact games, equipment can only be used by one person, it is not to be shared. After each session, the equipment will be cleaned (see cleaning schedule).</li> <li>Staff supervision throughout – actively encouraging social distancing.</li> <li>Children to wash their hands before and straight after playtimes.</li> <li>Snacks to be eaten after washing hands and before children play, adults to use gloves to hand out fruit.</li> <li>Children to line up at 1m distance using the markers on the playground as a guide before coming back into school.</li> <li>Children re-enter at playtimes through class door, reducing number of pupils travelling through corridors.</li> </ol> |        |   |            |
| <b>Remaining level of risk</b>  |        | Consider level of risk following use of control measures  |            |
| HIGH  | MEDIUM | LOW   | NEGLIGIBLE |

**REDHILL PRIMARY ACADEMY HEALTH & SAFETY**

|   |               |   |                   |
|---|---------------|---|-------------------|
| <b>Identify hazard</b>  |               | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |                   |
| <b>Lack of social distancing when eating lunch</b> resulting in direct transmission of the virus  |               |   |                   |
| <b>Existing level of risk</b>   |               | Consider current level of risk  |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b>Control measures</b>   |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>Children in the hall will be staggered to allow for social distancing.</li> <li>Children will sit forward facing and not have another child opposite them.</li> <li>If cups and cutlery needed, an adult wearing gloves will place these on tables so children are not touching crockery.</li> <li>Children will wait until their adult is ready to take them onto the playground before leaving the hall and exiting onto the playground.</li> <li>Doors and windows will remain open throughout staggered lunchtimes to ensure ventilation.</li> </ol> |               |   |                   |
| <b>Remaining level of risk</b>  |               | Consider level of risk following use of control measures  |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |

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| <b>Identify hazard</b>   |               | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |                   |
| <b>Lack of social distancing in the corridors</b> resulting in direct transmission of the virus  |               |   |                   |
| <b>Existing level of risk</b>  |               | Consider current level of risk  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b>Control measures</b>  |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>Children staying in their classroom and accessing outside from classroom door where possible.</li> <li>Staff to be vigilant as to who is going to the toilet and when. Try to encourage groups of bubble to visit toilet at the same time.</li> <li>Staff to ensure that they stagger toilet breaks for bubbles to avoid crowding in corridors.</li> <li>Messages to office/HT/DHT via mobile phones if urgent to main office, ZB or CW/email if not urgent – staff explain to children reasoning to minimise traffic around school.</li> <li>Staff to email how many hot dinners/school sandwiches.</li> <li>Exit and enter routes during breaktimes via classroom doors except when going into hall for school dinner.</li> <li>Agree instructions with children concerning going and returning to toilet.</li> <li>Any visitors, who come onto the site to complete maintenance, will be briefed on social distancing measures and staff will be made aware that they are on site so that children do not come into contact with them. Where possible, these visitors will come onto site before or after the children are in school. They will be asked the following questions upon arrival:<br/>Do you have a high temperature?<br/>Do you have a persistent cough?<br/>Have you been in contact with anyone in the last 10 days who is showing symptoms of COVID-19 or have tested positive for COVID-19?<br/>Have you been shielding?<br/>Details of visitors will be detailed enough to support track and trace. Track and trace check in QR code available in reception area and visitors encouraged to check in.</li> <li>More than one entry and exit point for children and staff, staff to enter through own external doors wherever possible.</li> </ol> |               |   |                   |

**REDHILL PRIMARY ACADEMY HEALTH & SAFETY**

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| <p>10. <b>Staff and visitors to wear masks in all communal areas.</b><br/>                 Guidance states,<br/>                 In primary schools, face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible. (Was previously HT discretion)<br/>                 This will include when moving around in corridors and communal areas in primary schools.<br/>                 Pupils in primary schools do not need to wear face coverings.<br/>                 Face visors should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. Only to be used when social distancing can be maintained.</p> |               |  |                   |
| <b>Remaining level of risk</b>   |               | Consider level of risk following use of control measures |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>   | <b>NEGLIGIBLE</b> |

|  |               |   |                   |
|--|---------------|---|-------------------|
| <b>Identify hazard</b>   |               | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |                   |
| <b>Lack of social distancing during breakfast club, Annexe or after school clubs</b> resulting in direct transmission of the virus |               |   |                   |
| <b>Existing level of risk</b>  |               | Consider current level of risk  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b>Control measures</b>  |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |

1. Breakfast club and Annexe will run in separate bubbles, taking the form of a small, consistent groups. Guidance states 'ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day.'
2. Zoned areas within the hall to prevent the mixing of bubbles.
3. Reduced equipment to be used and only shared within their small, consistent bubble– to be cleaned after use see cleaning action plan.
4. Games which encourage social distancing – non-contact games only.
5. Staff supervision throughout.
6. Staff to continue to encourage social distancing.
7. Children to wash their hands on entry to breakfast club, before and after any snack at Annexe and after playing with any equipment.
8. No parents to enter the facility, to wait in foyer when dropping off or picking up.
9. Staff will clean the entrance buzzer each time parents have dropped off or picked up a child.
10. After school clubs that involve more than one class, all leaders know they have to keep them separate.
11. Anything involving physical exertion, is outside.
12. Rigorous cleaning of equipment throughout, where possible, all equipment individual. If not, equipment will be cleaned before other children handle it.
13. Indoor clubs are in highly ventilated areas, only cooking, Art, IT, hall for Bollywood.
14. Handwashing before and after any after school club.
15. Adult to remain two meters away for all children.
16. Children to remain 2 metres away from children not in their bubbles when attending indoor clubs.

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| <b>Remaining level of risk</b>   |               | Consider level of risk following use of control measures  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b>Identify hazard</b>   |               | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards |                   |
| <b>Contact of shared resources</b> resulting in indirect transmission of the virus |               |   |                   |
| <b>Existing level of risk</b>  |               | Consider current level of risk  |                   |



**REDHILL PRIMARY ACADEMY HEALTH & SAFETY**

| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
|--|---------------|---|-------------------|
| <b>Control measures</b>  |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>Children to be allocated individual items of stationery to use for the time they are in school and placed in polypockets.</li> <li>Equipment to be wiped down weekly.</li> <li>Staff to ensure that they are washing hands and/or sanitising before and after handling children's books.</li> <li>Books and games, can be used and shared within the bubble or small, consistent group; these should be cleaned regularly, along with all frequently touched surfaces; Tubs of resources for individuals if needed – maths cubes etc. but to be cleaned after use.</li> <li>Whole school shared and central resources to be washed in Milton after use and placed back in central area.</li> <li>Tables, door handles and other surfaces cleaned by cleaners every morning/ TAs to complete during the day (see cleaning schedule).</li> <li>Resources on tables ready for lesson where possible.</li> <li>Plastic polypockets used for individual resources.</li> <li>Pupils are discouraged from sharing any cutlery or food.</li> <li>All cutlery is thoroughly cleaned before and after use. This is also to include adapted equipment. Wherever possible a dishwasher will be used due to the high temperatures they can get up to.</li> <li>Staff to ensure all equipment used by themselves is wiped down after use.</li> <li>Lidded bins in each classroom which are opened with foot pedal.</li> <li>Children and adults to wash hands regularly throughout the day.</li> <li>Doors and windows to be left open where possible to allow for ventilation</li> <li>When completing PE sessions, these need to involve non-contact games. After each session the equipment will be cleaned (see cleaning schedule). You will need to take this into consideration when thinking about timing.</li> <li>School will discourage children bringing items into school, other than packed lunches, glasses or medication.</li> <li>Soft furnishings and items with intricate parts to remain out of classrooms.</li> <li>Medication e.g. inhalers and epi-pens already stored in box – staff to open box in emergency and administer and then follow hygiene and cleaning guidelines, where not an emergency child to handle box and administer.</li> <li>Music lessons: avoid sharing instruments or equipment and ensure they are disinfected after use – by the pupils who used them if they are old enough.</li> </ol> |               |   |                   |
| <b>Remaining level of risk</b>   |               | Consider level of risk following use of control measures  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |

| <b>Identify hazard</b>  | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |            |                   |
|---|---|------------|-------------------|
| <b>Emotional distress of the children</b>   |   |            |                   |
| <b>Existing level of risk</b>   | Consider current level of risk  |            |                   |
| <b>HIGH</b>   | <b>MEDIUM</b>   | <b>LOW</b> | <b>NEGLIGIBLE</b> |
| <b>Control measures</b>   | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |            |                   |
| <ol style="list-style-type: none"> <li>Time spent rebuilding relationships and revisiting expectations during the first few weeks of return.</li> <li>Daily PE and mental health activities for all children – see Get Fit for Summer Programme and The Calm Project.</li> <li>No summative assessments of children during the first 4 weeks, only assessment for learning through low</li> </ol> |   |            |                   |

**REDHILL PRIMARY ACADEMY HEALTH & SAFETY**

|   |               |  |                   |
|---|---------------|--|-------------------|
| <p>stakes quizzes and questioning.</p> <p>4. Mental health and well-being is a regular feature on agendas for staff meetings and safeguarding is always an item on the weekly agenda.</p> <p>5. Pastoral provision available for children who are distressed, this can be in person with SLT/SENDCo or remotely when needed.</p> <p>6. Any child self-isolating will have pastoral support through fortnightly phone calls from their teacher and/or TA.</p> <p>7. Teachers to use Leuven scale (as shared by DR) to identify any children in further need of support and to make DR aware of these children.</p> <p>8. Regular communication to parents around supporting their child's learning and well-being whilst not in school.</p> <p>9. May see increased safeguarding concerns as a result of lockdown, DSL always on site. Robust safeguarding policy with addendum to factor in arrangements as a result of Covid-19.</p> <p>10. Individual risk assessments for children with special educational and behavioural needs.</p> |               |  |                   |
| <b>Remaining level of risk</b>  |               | Consider level of risk following use of control measures |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>   | <b>NEGLIGIBLE</b> |

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|---|---------------|---|-------------------|
| <b>Identify hazard</b>  |               | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |                   |
| <b>Emotional distress of the staff – including anxiety</b>  |               |   |                   |
| <b>Existing level of risk</b>   |               | Consider current level of risk  |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b>Control measures</b>   |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>1. Inclusion in risk assessment process – input into hazard identification and control measures.</li> <li>2. Staff meetings – virtually – to discuss concerns and shared control measures.</li> <li>3. Sharing of support helplines and websites – DR and LC regularly send these out via email.</li> <li>4. Education Support provides a free helpline for school staff and targeted support for mental health and wellbeing. <a href="#">Education Support - the mental health and wellbeing charity for education staff</a></li> <li>5. SLT member of staff available on site every day for staff to share concerns with.</li> <li>6. Risk assessments reviewed regularly – this is flexible.</li> <li>7. HT/DHT explains to all staff the measures we are putting in place and shares this document with them whenever it is updated.</li> <li>8. Staff are consulted about any further measures which they believe the school could work towards putting in place.</li> <li>9. Areas in the school building which are exclusive to staff to be on rota to ensure social distancing.</li> <li>10. Staff will work with pupils consistently each day.</li> <li>11. Staff will also minimise unnecessary contact with others.</li> </ol> |               |   |                   |
| <b>Remaining level of risk</b>  |               | Consider level of risk following use of control measures  |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |

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|--|---------------|---|-------------------|
| <b>Identify hazard</b>   |               | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards |                   |
| <b>Risk of spreading virus due to close contact with children, 1:1 and restraint</b> |               |   |                   |
| <b>Existing level of risk</b>  |               | Consider current level of risk  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |

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| <b><u>Control measures</u></b>  |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>DR/SL completed individual risk assessments for children re support for children with intimate care and behaviour difficulties that might need restraint and display spitting, biting etc. See individual RAs.</li> <li>Regular handwashing or sanitising for SSAs.</li> <li>Masks and goggles– see guidance re cleaning/reuse – issued to individuals for first aid and intimate care.</li> <li>Extra disposable aprons ordered – to be worn for first aid.</li> <li>Extra gloves ordered – to be worn for first aid.</li> <li>Nappy bins to be ordered for safe disposal of masks.</li> <li>Lidded bins in each classroom which are opened with foot pedal.</li> </ol> <p><b>Guidance for first aiders taken from HSE December 2020</b><br/> <a href="https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm">https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm</a></p> <ul style="list-style-type: none"> <li>Try to assist at a safe distance from the casualty as much as you can and minimise the time you share a breathing zone.</li> <li>If they are capable, tell them to do things for you, but treating the casualty properly should be your first concern. Remember the 3P model – preserve life, prevent worsening, promote recovery.</li> </ul> <p>Preserve life: CPR</p> <ul style="list-style-type: none"> <li>Call 999 immediately – tell the call handler if the patient has any COVID-19 symptoms</li> <li>Ask for help. If a portable defibrillator is available, ask for it</li> <li>Before starting CPR, to minimise transmission risk, use a cloth or towel to cover the patient’s mouth and nose, while still permitting breathing to restart following successful resuscitation</li> </ul> <p>If available, use:</p> <ul style="list-style-type: none"> <li>a fluid-repellent surgical mask</li> <li>disposable gloves</li> <li>eye protection</li> <li>apron or other suitable covering</li> <li>Only deliver CPR by chest compressions and use a defibrillator (if available) – don't do rescue breaths (for CPR in paediatric settings see specific guidance from the Resuscitation Council UK)</li> </ul> <p>Prevent worsening, promote recovery: all other injuries or illnesses</p> <ul style="list-style-type: none"> <li>If you suspect a serious illness or injury, call 999 immediately – tell the call handler if the patient has any COVID-19 symptoms</li> <li>If giving first aid to someone, you should use the recommended equipment listed above if it is available</li> <li>You should minimise the time you share a breathing zone with the casualty and direct them to do things for you where possible</li> </ul> <p>After delivering any first aid</p> <ul style="list-style-type: none"> <li>Ensure you safely discard disposable items and clean reusable ones thoroughly</li> <li>Wash your hands thoroughly with soap and water or an alcohol-based hand sanitiser as soon as possible</li> </ul> |               |   |                   |
| <b>Remaining level of risk</b>  |               | Consider level of risk following use of control measures  |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |

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|--|---------------|---|-------------------|
| <b><u>Identify hazard</u></b>  |               | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |                   |
| <b>Risk of spreading virus due to poor hygiene</b> resulting in indirect transmission of the virus   |               |   |                   |
| <b>Existing level of risk</b>  |               | Consider current level of risk  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>   |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>Soap order in large quantities.</li> <li>Extra soap dispensers and refills in each classroom.</li> <li>Bar soap is not used – liquid soap dispensers are installed and used instead. These dispensers will also be cleaned at regular intervals throughout the day as part of high touch points –see cleaning action plan.</li> <li>Hand gel inside of all classrooms for adult use (no less than 60% alcohol).</li> <li>Hand gel order in large quantities.</li> </ol> |               |   |                   |

**REDHILL PRIMARY ACADEMY HEALTH & SAFETY**

6. Hand foam ordered which envelopes viruses to support the speeding up of hand washing.
7. Tissues to be made available to children in classrooms.
8. Robust hand and respiratory hygiene. Children hand wash on entry to school, before/after break, before/after lunch, using the toilet, after any sporting activity and any time they cough or sneeze.
9. A mobile handwashing station to be available on each playground.
10. Washing hands posters in all washing areas and displayed around school.
11. Reminders how to wash hands properly – videos and posters. Explicit session on first day back after each term and regular reminders throughout the school term.
12. Procedure agreed for children to wash hands so thorough hand washing. . Explicit session on first day back after each term and regular reminders throughout the school term.
13. Pupils are supervised by staff when washing their hands to ensure it is done correctly, where necessary.
14. Explicit teaching & posters on how to cough/sneeze into the bend of your arm and then catch it, bin it, kill it. . Explicit session on first day back after each term and regular reminders throughout the school term.
15. Mr Maddy/ Mrs Smith to monitor stock levels regularly and report any diminishing of stock to SLT.
16. Undertake a COSHH assessment if using new cleaning products.
17. Staff to wash hands before/after entering the staff room due to the amount of people using this room
18. Lidded bins in each classroom which are opened with foot pedal.
19. Bins to be emptied regularly when high touch points cleaned.
20. Marking of books can now resume see guidance <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>  
*“Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.”*  
 MAT are encouraging the following strategies when giving feedback:
  - Peer and Self assess where possible
  - Verbal feedback increased
  - Regular handwashing, pre and post marking.
  - Books not to leave site.

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|--|---------------|---|-------------------|
| <b>Remaining level of risk</b>   |               | Consider level of risk following use of control measures  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b>Identify hazard</b>   |               | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |                   |
| <b>Risk of infection due to lack of cleaning</b> resulting in indirect transmission of the virus   |               |   |                   |
| <b>Existing level of risk</b>  |               | Consider current level of risk  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b>Control measures</b>  |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>1. All surfaces, handles, toilets and any shared equipment will be cleaned each day using Milton.</li> <li>2. Gloves will be worn by cleaning staff, masks to be worn when dealing with first aid involving bodily fluids.</li> <li>3. High touch points incl. tables used in shared areas, photocopiers, trimmers etc to be cleaned as and when used –see cleaning schedule.</li> <li>4. Pens, pencils and any other individual equipment used by children to be wiped down weekly.</li> <li>5. Soft furnishings and soft/cloth toys have been removed from use in classrooms.</li> <li>6. Displays to be designed to engage children but not encourage touching – so decoration above the children’s heads and class doors to be left clear.</li> </ol> |               |   |                   |
| <b>Remaining level of risk</b>   |               | Consider level of risk following use of control measures  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |

|   |  |   |  |
|---|--|---|--|
| <b>Identify hazard</b>  |  | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards |  |
| <b>Risk of illness of vulnerable staff, children and family members</b> through direct and indirect transmission of the |  |   |  |

**REDHILL PRIMARY ACADEMY HEALTH & SAFETY**

|  |               |   |                   |
|--|---------------|---|-------------------|
| virus  |               |   |                   |
| <b>Existing level of risk</b>  |               | Consider current level of risk  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b>Control measures</b>  |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>1. A Risk Assessment for pregnant workers will be carried out who are considered clinically vulnerable.</li> <li>2. Pregnant staff members to be on a reduced day where they enter school 10 mins before the school day and leave after the children.</li> <li>3. No additional adults who are not part of the bubble to enter this bubble.</li> <li>4. Managers will carry out an Individual Risk Assessment for Potentially Vulnerable Workers with BAME employees.</li> <li>5. Extremely vulnerable staff to maintain 2m distance from others.</li> <li>6. As from 5th January 2021 staff that have been identified as CEV have been asked to shield again should work from home if their role allows, if there role does not allow working from home they should remain at home and not attend the work place.</li> <li>7. As from 5th January 2021 pupils that have been identified as CEV will be reviewed to identify if they are still considered CEV, if they are, they will be asked to shield again and should not attend school.<br/>8<sup>TH</sup> March Reopening: Clinically extremely vulnerable pupils and staff should not return to school at this point.</li> </ol>   |               |   |                   |
| <b>Remaining level of risk</b>   |               | Consider level of risk following use of control measures  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b>Identify hazard</b>   |               | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |                   |
| <b>Student or member of staff becomes ill with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia)</b>   |               |   |                   |
| <b>Existing level of risk</b>  |               | Consider current level of risk  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b>Control measures</b>  |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>1. Students who become unwell will be managed by specific personnel only until removed from site. The dedicated holding area is outside of the medical room (weather permitting) and there is adequate PPE following recommendations from the DfE.</li> <li>2. If anyone in an education or childcare setting becomes unwell with a new <b>and persistent</b> cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia). Children may also display gastrointestinal symptoms and you should follow advice on the flow chart provided by the Health Protection Hub. They must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least <b>10 days</b> and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (<b>including any siblings</b>) should self-isolate for 10 days from the day the individual's symptoms started (<b>or the day their test was taken if they did not have symptoms, whether this was an LFD or PCR test, and the next 10 full days</b>). Headteacher to complete the school notification form and send to <a href="mailto:HealthProtectionHub@telford.gov.uk">HealthProtectionHub@telford.gov.uk</a>.</li> <li>3. If a child 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 and needs of the child, 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.</li> <li>4. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</li> <li>5. PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use</li> </ol> |               |   |                   |

## REDHILL PRIMARY ACADEMY HEALTH & SAFETY

can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.

6. As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not otherwise visit the GP, pharmacy, urgent care centre or a hospital.
7. Any member of staff who has provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless:
  - the symptomatic person subsequently tests positive
  - they develop symptoms themselves (in which case, they should arrange to have a test)
  - they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated)
  - they have tested positive from a LFD test as part of a community or worker programme
8. Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.
9. Public Health England has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID19).
10. All staff and students 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. Anyone in education has priority to PCR testing.
11. If someone with symptoms tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must continue to self-isolate at least from the day of onset of their symptoms and for the following 10 full days and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal.
12. If someone with symptoms tests negative for coronavirus (COVID-19), then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 full days from the date of that contact.
13. Those who live in a house with someone with symptoms or have tested positive should not attend school.
14. Headteacher must follow NHS Track and Trace protocols, through engaging with the Health Protection Hub at Telford & Wrekin and/or the new DfE website. Following the process that has been provided to schools and use the notification form provided to advise of any confirmed or suspected cases of staff or pupils within the school.

Now updated 22<sup>nd</sup> October to:

You should report all confirmed, positive cases using the online attendance form daily return.

You should also inform your local authority of confirmed cases of coronavirus (COVID-19).

15. Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice.
16. Where a child is unable to attend school because they are complying with clinical and/or public health advice, school will offer them access to remote education. We will monitor engagement with this activity. It is expected that children with medical conditions are supported. Schools should work with other services to ensure that children receive an education in line with their peers.

|                                |  |            |                   |
|--------------------------------|--|------------|-------------------|
| <b>Remaining level of risk</b> | Consider level of risk following use of control measures |            |                   |
| <b>HIGH</b>                    | <b>MEDIUM</b>  | <b>LOW</b> | <b>NEGLIGIBLE</b> |

|   |   |
|---|---|
| <b><u>Identify hazard</u></b>   | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards |
| <b>Lack of management of school premises due to partial closure of school</b> |   |
| <b>Existing level of risk</b>   | Consider current level of risk  |

**REDHILL PRIMARY ACADEMY HEALTH & SAFETY**

| HIGH  | MEDIUM | LOW   | NEGLIGIBLE |
|---|--------|---|------------|
| <b>Control measures</b>   |        | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |            |
| <p>Generally, school buildings that have been completely or partially closed, should be recommissioned as you would normally do at the end of the school summer holiday period.</p> <ol style="list-style-type: none"> <li>1. A member of staff should be identified for managing premises - KM</li> <li>2. A member of staff reviewing risk assessments CP, LC, CW, KM, DR and implementing any measures to ensure that safety is maintained for wider opening.</li> </ol> <p>The guidance draws particular attention to:</p> <ul style="list-style-type: none"> <li>➤ Water systems: chlorinating and flushing water systems may not be necessary if the system has remained operational through routine flushing. You should contact your school's legionella competent person who will advise on the action required. If a full system flush is required but not immediately available seek advice from your competent person on alternative options.</li> <li>➤ Drinking water: If it has not been possible to maintain system throughput of water from routine flushing to all outlets or a competent person has not tested the water and provided satisfactory bacterial test results, the water may not be safe to drink. In these circumstances, you should supply bottled drinking water until a thorough flushing and chlorination can be undertaken by a water treatment specialist.</li> <li>➤ Hot water services: If the hot water system has been left operational the hot water should be circulating as normal and regular checks should be carried out. Ensure water temperatures are kept within limits recommended for the control of legionella bacteria. <i>Checks for legionella should still be undertaken.</i> <ul style="list-style-type: none"> <li>➤ Ventilation: Good ventilation is essential at all times in classrooms and particularly during this period. Schools should ensure all systems are working in their normal operating mode. Natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air. If necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so).</li> </ul> </li> </ul> <p>Where centralised or local mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air, if this is not possible systems should be operated as normal. Where ventilation units have filters present ensure enhanced precautions are taken when changing filters. See HSE guidance HSG53: Respiratory protective equipment at work. <i>Ensure these are maintained in accordance with the manufacturer's recommendations.</i></p> <ul style="list-style-type: none"> <li>➤ Fire safety: fire safety management plans should be reviewed and checked in line with new operational changes; Fire drill to be carried out twice in first week back.</li> <li>➤ check all fire doors are operational;</li> <li>➤ weekly checks of fire alarm system and emergency lights have been tested and are fully operational;</li> <li>➤ carry out regular hazard spotting to identify escape route obstructions</li> <li>➤ Carry out emergency drills as normal (following social distancing as appropriate and practise it in the first week back when more pupils return</li> <li>➤ Cleaning: New cleaning arrangements in line with coronavirus (COVID-19) preparations should also include regular systematic checks: on drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building, for example, hygiene rooms, sports hall showers. Where toilets are put back into use ensure the flushing of the toilets occur with the lids down and toilet ventilation systems are working. Recommission all systems before re-opening, as would normally be done after a long holiday period.</li> </ul> <p>This includes:</p> <ol style="list-style-type: none"> <li>1. gas</li> <li>2. heating</li> <li>3. water supply</li> <li>4. mechanical and electrical systems</li> <li>5. catering equipment</li> </ol> <ul style="list-style-type: none"> <li>➤ Check all playground equipment in working order.</li> <li>➤ For further advice check with the BiT team.</li> </ul> |        |   |            |
| <b>Remaining level of risk</b>  |        | Consider level of risk following use of control measures  |            |
| HIGH  | MEDIUM | LOW   | NEGLIGIBLE |

## REDHILL PRIMARY ACADEMY HEALTH & SAFETY

|  |   |            |                   |
|--|---|------------|-------------------|
| <b><u>Identify hazard</u></b>  | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |            |                   |
| <b>Lack of awareness of policies and procedures</b>  |   |            |                   |
| <b>Existing level of risk</b>  | Consider current level of risk  |            |                   |
| <b>HIGH</b>  | <b>MEDIUM</b>   | <b>LOW</b> | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>   | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |            |                   |
| <p>All staff, governors and visitors are aware of all relevant procedures including, but not limited to, the following:</p> <ol style="list-style-type: none"> <li>1. The Academy's infection control procedures in relation to coronavirus shared via email to staff and governors.</li> <li>2. Staff contact the school as soon as possible if they believe they may have been exposed to coronavirus.</li> <li>3. Headteacher must follow NHS Track and Trace protocols.</li> <li>4. The school keeps up-to-date with advice issued by, but not limited to, the following: <ul style="list-style-type: none"> <li>- DfE</li> <li>- NHS</li> <li>- Department for Health and Social Care</li> <li>- PHE</li> <li>- The school's local health protection team (HPT)</li> <li>- HSE</li> </ul> </li> <li>5. Parents are made aware of the academy's procedures in relation to coronavirus via letter – they are informed that they must contact the school as soon as possible if they believe their child has been exposed to coronavirus.</li> <li>6. Pupils are made aware of the school's infection control procedures in relation to coronavirus by staff and signs in school and are informed that they must tell a member of staff if they feel unwell if able. <b>Symptoms include a persistent cough, high temperature and loss of taste and smell. Staff should also be aware of what the official symptoms are for Covid-19. Currently the NHS lists a high temperature, a new and continuous cough and a loss or change to your sense of smell or taste as symptoms. (<a href="https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms-and-what-to-do/">https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms-and-what-to-do/</a> ). Other symptoms have also been mentioned but as of the current time the NHS does not recognise these- these include brain fog, body aches and headaches. Staff should also be aware of these and directed to NHS 111 service for Covid-19 <a href="https://111.nhs.uk/covid-19/">https://111.nhs.uk/covid-19/</a> .</b></li> <li>7. Confidentiality is followed at all times – this includes withholding the names of staff, volunteers and pupils with either confirmed or suspected cases of coronavirus.</li> <li>8. All staff and pupils' emergency contact details are up-to-date, including alternative emergency contact details,</li> <li>9. Pupils' parents are contacted as soon as practicable in the event of an emergency.</li> <li>10. Staff and pupils' alternative contacts are contacted where their primary emergency contact cannot be contacted.</li> <li>11. The school has an up-to-date First Aid Policy in place which outlines the management of medical emergencies – medical emergencies are managed in line with this policy.</li> <li>12. If staff attend the school site they are acknowledging as far as reasonably practical they have not been exposed to coronavirus or if they have they have followed the government guidance on the isolation period and this has now passed. They are also aware that if they start to develop any symptoms they are to remove themselves from site population as soon as practically possible.</li> <li>13. <b>The Academy currently cannot accommodate visitors to enter the school building. The only exception to this is for deliveries, post and emergency workers, which involve health and safety matters and safeguarding, and where possible, these works will be carried out outside the hours of the school day. No meetings will be held on school site where it is possible for them to be held remotely. We currently advise no parents or carers are to enter the school site other than for the purpose of collecting or dropping their child off to school or to drop off medication on the first day of return.</b></li> </ol> <p>Visitors will be briefed on current policy and procedure and the following questions will be asked upon arrival:</p> <p>Do you have a high temperature?</p> <p>Do you have a persistent cough?</p> <p>Have you been in contact with anyone in the last 10 days who is showing symptoms of COVID-19 or have tested positive for COVID-19?</p> <p>Have you been shielding?</p> <ol style="list-style-type: none"> <li>14. Remove sign in system for visitors/contractors – office to hold a written log. Staff use cards so no touch needed.</li> <li>15. All contractors/visitors to wash hands either prior to or on entry to the school site.</li> <li>16. Contractors and visitors are directed to specific/designated handwashing facilities.</li> <li>17. Staff who receive deliveries to the school to wash hands in line with government guidance after handling.</li> <li>18. If drivers have to enter school site, ensure that they are asked to maintain social distancing and use hand sanitiser before entering the building.</li> </ol> |   |            |                   |



**REDHILL PRIMARY ACADEMY HEALTH & SAFETY**

19. Surfaces to be cleaned after any deliveries have been made.  
 20. On the 6th April, the DfE updated guidance: schools coronavirus (COVID-19) operational guidance. • This makes clear that: > schools can resume educational day visits from 12th April. All visits should be conducted in line with relevant coronavirus secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination; > DfE advise against domestic residential educational visits until at least step 3, no earlier than 17th May; > schools may begin planning for new domestic residential educational visits to take place. Schools are advised not to enter into any new financial or contractual commitments at this stage.

|                                |               |  |                   |
|--------------------------------|---------------|--|-------------------|
| <b>Remaining level of risk</b> |               | Consider level of risk following use of control measures |                   |
| <b>HIGH</b>                    | <b>MEDIUM</b> | <b>LOW</b>   | <b>NEGLIGIBLE</b> |

|                        |   |
|------------------------|---|
| <b>Identify hazard</b> | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards |
|------------------------|---|

**Risk of infection due to asymptomatic testing of staff** resulting in indirect transmission of the virus

|                               |                                |
|-------------------------------|--------------------------------|
| <b>Existing level of risk</b> | Consider current level of risk |
|-------------------------------|--------------------------------|

|             |               |            |                   |
|-------------|---------------|------------|-------------------|
| <b>HIGH</b> | <b>MEDIUM</b> | <b>LOW</b> | <b>NEGLIGIBLE</b> |
|-------------|---------------|------------|-------------------|

|                         |   |
|-------------------------|---|
| <b>Control measures</b> | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |
|-------------------------|---|

1. Tests will be available for collection in the hall, a large open space.
2. Windows and door to be open to allow for ventilation.
3. No member of staff will give out tests, people will log their collection on a form.
4. Gloves will be provided to complete the form, so that stationery and form is not handled with bare hands. The gloves will be disposed of in a lidded bin upon exit.
5. Volume of people entering the space will be limited to maintain social distancing.
6. There will be adequate time to collect the tests during the school day (1:30-2:30pm) and after school (3 - 3:30pm) to further reduce volume of people.
7. Staff will take 7 batches of tests in one go, to avoid the process having to be completed more frequently.

|                                |  |
|--------------------------------|--|
| <b>Remaining level of risk</b> | Consider level of risk following use of control measures |
|--------------------------------|--|

|             |               |            |                   |
|-------------|---------------|------------|-------------------|
| <b>HIGH</b> | <b>MEDIUM</b> | <b>LOW</b> | <b>NEGLIGIBLE</b> |
|-------------|---------------|------------|-------------------|

| Name of assessor                   | Date     |
|------------------------------------|----------|
| Lydia Cartwright<br>Claire Whiting | 9.7.20   |
|                                    | 1.8.20   |
|                                    | 1.9.20   |
|                                    | 21.9.20  |
|                                    | 1.10.20  |
|                                    | 27.10.20 |
|                                    | 11.11.20 |
|                                    | 3.12.20  |
|                                    | 15.12.20 |

**REDHILL PRIMARY ACADEMY HEALTH & SAFETY**

|  |                 |
|--|-----------------|
|  | <b>31.12.20</b> |
|  | <b>5.01.21</b>  |
|  | <b>8.01.21</b>  |
|  | <b>21.01.21</b> |
|  | <b>3.02.21</b>  |
|  | <b>24.02.21</b> |
|  | <b>26.03.21</b> |
|  | <b>20.04.21</b> |
|  | <b>11.05.21</b> |

|                                |   |
|--------------------------------|---|
| <b>Risk assessment reviews</b> | 1 <sup>st</sup> August 2020<br>1 <sup>st</sup> September 2020<br>1 <sup>st</sup> October 2020<br>1 <sup>st</sup> November 2020<br>3 <sup>rd</sup> December 2020<br>15 <sup>th</sup> December 2020<br>31 <sup>st</sup> December 2020<br>5 <sup>th</sup> January 2021<br>8 <sup>th</sup> January 2021<br>21 <sup>st</sup> January 2021<br>3 <sup>rd</sup> February 2021<br>24 <sup>th</sup> February 2021<br>12 <sup>th</sup> March 2021<br>26 <sup>th</sup> March 2021<br>20 <sup>th</sup> April 2021<br>11 <sup>th</sup> May 2021 |
|--------------------------------|---|