


Reference - School Name	Thomas Fairchild Community School		Notes: 1. Please do not delete rows or columns as this will affect formulas, if not required add N/A 2. You should already have configured your school to earlier guidance so this is designed to let you address the latest UK.gov guidance 3. Read the 'Additional Control Considerations' and address these considerations in the 'Confirmation of Additional Control Measures' column 4. Finally refer to the 'Risk Matrix' (to the right) and enter the residual risk levels i.e. Likelihood x Severity, into the L & S columns N.B. The residual risk level must be Low Risk or Medium Risk if you determine the level to be High or Critical Risk then further controls must be put in place									
Assessment Date	05.01.2021											
Assessor Name	Tanveela Haidar											
Assessment Team Members	Senior Leadership Team											
Review Date	31.01.2021											
Org Unit	London Borough of Hackney											
Location	Schools		Number of people at risk?									
Risk Assessment Category	Covid Secure risk assessment - January 2021		Pupils		248							
Document Reference Number	C19-ohsw-for-07 - v2		Staff		50							
Hazard Controls	Category of person who may be at risk	Existing Control Measures	Existing Risk Level			Controls OK?		Additional Control Considerations	Confirmation of additional Control Measures to be introduced by school	Residual Risk Level		
			L	S	ERL	Yes	No			L	S	RRL

School Workforce	Employees Contractors	Guidance for full opening of schools https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#school-workforce	3	5	High Risk		N	<p>22nd October Guidance</p> <p>This guidance should be read in conjunction with the school risk assessment (below) in order to assist you in ensuring a covid secure school setting</p> <p>Uk.gov guidance - We have worked closely with the Department of Health and Social Care (DHSC) and PHE to develop this specific guidance for school settings. The PHE and DHSC endorsed system of controls outlined in this document sets out the measures that school leaders and all school staff should follow. Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced. As a result, on current evidence, PHE and DHSC advise that schools are not currently considered high risk settings when compared to other workplace environments</p>	<p>Due to gov't lockdown guidance school is only open to vulnerable children and those of critical workers. Learning for all other pupils is moved to remote education.</p> <p>1) limited number of children in school and they are split into smaller groups/bubbles. 2)Staff rotas are applied to reduce the number of staff in school and decrease risk. One floor in the school is used to teach bubbles. 3)Parents and external visitors are not not allowed on site unless 'emergency contractors' are needed. (point 9 below does not apply during national lockdown) 4)Staff are to wear masks within the building and ventilation is to be maintained by keeping vents/ doors open and regulary taking outdoor breaks 5) Cleaning takes place at set times during the day with two cleaners on site through out the day. Enhanced cleaning of communal areas during the day. System for cleaning of a room wehre a child has had to self-isolate in place with facilities manager overseeing this. 6)Clear procedures to follow if there is an individual that</p>	3	3	Medium Risk
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<p>Provision of risk assessment https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p>	<p>Employees Contractor Pupils Members of the Public Vulnerability groups</p>	<ul style="list-style-type: none"> Existing Covid risk control arrangements with schools Schools subject to programme of audit of risk control arrangements by CHSW Team School to revisit and update their risk assessments to consider the additional risks and control measures to enable a return to full capacity in the autumn term. The assessment should directly address risks associated with coronavirus, so that sensible measures can be put in place to control those risks for children and staff. <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A</p> <p>Prevention:</p> <ol style="list-style-type: none"> minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school clean hands thoroughly more often than usual ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach minimise contact between individuals and maintain social distancing wherever possible where necessary, wear appropriate personal protective equipment (PPE) 	5	5	Critical Risk		N	<p>5th Nov - 2nd Dec Prevention</p> <ol style="list-style-type: none"> Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school. Where recommended, the use of face coverings in schools. Use of face coverings <p>Face coverings In primary schools and education settings teaching year 6 and below, there is no change to the existing position. It is not mandatory for staff and visitors to wear face coverings. In situations where social distancing between adults in settings is not possible (for example when moving around in corridors and communal areas), settings have the discretion to recommend the use of face coverings for adults on site, for both staff and visitors.</p> <p>In schools where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This was already the case for pupils in year 7 and above, and staff and visitors for those schools that were in areas where local alert level 'high' and 'very high'.</p> <p>Some individuals are exempt from wearing face coverings and we expect adults and pupils to be sensitive to those needs.</p> <p>Face coverings should also be worn by pupils in year 7 and above when travelling on dedicated school transport to secondary school or college.</p>	<p>1) Procedures in place to track cases of Covid and regular information to parents shared reminding of the risk of sending in children who may have symptoms. 2) Face coverings are now required inside the school building whilst in contact with other staff, parents and children. 3) Primary school children are not required to wear face coverings.</p>	3	3	Medium Risk
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Staff availability Extremely Clinically Vulnerable	Extremely high vulnerability groups Guidance on shielding and protecting people defined on medical grounds as extremely vulnerable from COVID-19 PHE Guidance	<ul style="list-style-type: none"> Vulnerability risk assessments to be completed for all School staff Identification of minimal permissible staffing levels to support opening of the school - Full use is made of those staff who are self-isolating or shielding but who are well enough to be assigned duties to minimise contact 	3	5	High Risk		N	There is a further group of people who are defined, also on medical grounds, as clinically extremely vulnerable to coronavirus – that is, people with specific serious health conditions. Over this period, we are advising the clinically extremely vulnerable to work from home. If you cannot work from home, you are advised not to go to work and may be eligible for Statutory Sick Pay (SSP) or Employment Support Allowance (ESA). You are encouraged to stay at home as much as possible, but are encouraged to go outside for exercise. The full guidance is available and the Government will write to everybody who is clinically	1) Staff who are extremely clinically vulnerable to work from home. 2) Staff who are shielding/self isolating will be given tasks/training as necessary	2	2	Low
Staff availability Clinically vulnerable	Very High and High vulnerability groups BAME	<ul style="list-style-type: none"> 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. Provision of education and information resources Staff communications Full use is made of testing to inform staff deployment Identification of minimal 	3	4	High Risk		N	Vulnerability risk assessments to be completed for all School staff If you are over 60 or clinically vulnerable, you could be at higher risk of severe illness from coronavirus. You: should be especially careful to follow the rules and minimise your contacts with others should continue to wash your hands	1) Vulnerability risk assessments to be updated by leaders for clinically vulnerable staff. 2)Staff to be placed on weekly school attendance rotas. 3)Clinically vulnerable to partake in school work not in contact with children. 4) Minimal staffing levels identified and revised Fire Marshall and First Aid trained staff identified 5) Test and trace has been engaged with to check results for	3	3	Medium Risk
Social distancing within school Circulation areas	Employees Contractor Pupils Members of the Public Vulnerability groups	<ul style="list-style-type: none"> Agreed number of pupils who can attend the premises on any given day to enable compliance with social distancing rules. Agreed new timetable and arrangements confirmed for each year group. Arrangements in place to support pupils when not at school with remote learning at home. Provision of education and information resources Coronavirus (COVID-19): implementing social distancing in Circulation plans have been reviewed and revised. One-way systems are in place where possible. Corridors are divided where feasible Remove items which reduce the width of corridors Appropriate signage is in place to clarify circulation routes. Pinch points and bottlenecks are identified and managed accordingly Movement of pupils around school is 	2	3	Medium Risk		N	Reduce the number of contacts between children and staff through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. - Avoid large gatherings such as assemblies or collective worship with more than one group - When timetabling, groups should be kept apart and movement around the school site kept to a minimum - Avoid creating busy corridors, entrances and exits - Consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups). - Plan how shared staff spaces are set up and used to help staff to distance from each other	Class/group 'bubbles' and consistent groups formed with social distance being maintained in communal areas, toilets and classrooms. Bubbles are easily identifiable incase of a positive case of Covid. (During national lockdown and less children being at school these bubbles are reduced in size.) 2) A reminder about hygiene and safe practices shared at the beginning of the day with pupils. 3)Pupils are to be seated side-to-side in classrooms. 4)New timetable for each class/group have been created by leaders. 5) Staircases allocated to classes. Signs reminding about social distancing and one way system in place. 6)Staggered lunch times and breaks in place for busier times during day including drop off and pick up times. Parents/carers notified of this	3	3	Medium Risk

<p>Social distancing within school Break/lunch times</p>	<p>Employees Contractor Pupils Members of the Public Vulnerability groups</p>	<ul style="list-style-type: none"> ● <u>Agreed number of pupils who can attend the premises on any given day to enable compliance with social distancing rules.</u> ● <u>Agreed new timetable and arrangements confirmed for each year group.</u> ● <u>Arrangements in place to support pupils when not at school with remote learning at home</u> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings.</p> <ul style="list-style-type: none"> ● Break/lunch times are staggered ● The number of entrances and exits to be used is maximised. ● Different entrances/exits are used for different groups. ● Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use. ● A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. ● Floor markings are visible where it is necessary to manage any queuing. ● Attendance patterns have been optimised to ensure maximum safety. ● Limits set for large spaces (e.g. hall, sports hall, dining hall) for teaching. <ul style="list-style-type: none"> ○ Fire safety and evacuation procedures ○ Constructive behaviour management 	<p>3</p>	<p>3</p>	<p>Medium Risk</p>		<p>N</p>	<p>Schools should consider staggered break times and lunch times and time for cleaning surfaces in the dining hall between groups</p> <p>HSE - Ventilation: Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. This can be achieved by a variety of measures including: mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply) 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 natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) Further advice on this can be found in Health and Safety Executive guidance</p>	<p>1) Separate lunch time and break time timetables have been created including specific information about stairwells to be used and cleaning in between groups dining. 2) Playground equipment has been allocated to each class 3) Exit and entry doors have been identified as well as communal toilets that need to be used at this time. 4) Floor marking are in place in the school hall and communal areas</p>	<p>3</p>	<p>3</p>	<p>Medium Risk</p>
<p>Social distancing during peak times, ie start and finish of day</p>	<p>Employees Contractor Pupils Members of the Public Vulnerability groups</p>	<ul style="list-style-type: none"> ● <u>Provision of education and information resources</u> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <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/exits are used for different groups. ● Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use. ● A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. 	<p>2</p>	<p>3</p>	<p>Medium Risk</p>		<p>N</p>	<p><u>- consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school</u></p> <p><u>- A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour</u></p> <p><u>- Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and</u></p>	<p>1) Children arrive and leave at different times and use three different entrances and exits. Parents/carers who have identified as being 'extremely clinically vulnerable' have suitable alternative arrangements in place for pick up times 2) Signage around the outside of the building reminds about maintaining social distancing 3) Parents/carers and staff are informed of start and finish times and use of allocated exit and entry doors. 4) Flexibility is in place for Early Years families who may need to support settling where this is deemed necessary. 5) Parents/carers are not allowed on the school site unless an</p>	<p>3</p>	<p>3</p>	<p>Medium Risk</p>

First aid provision	Employees Contractor Pupils Members of the Public Vulnerability groups	<ul style="list-style-type: none"> ● <u>Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way.</u> ● <u>Provision of appropriate level of first aid to support extended opening of the school (paediatric first aid) - at least one 12 Hour paediatric first aid course Level 3 qualified person available at all times</u> ● <u>Provision of fluid resistant surgical face mask, where a child, young person or other learner becomes unwell with symptoms of coronavirus.</u> 	2	3	Medium Risk		N		1)PPE equipment is available and ready to use for staff when/if needed. Isolation suites have been identified and toilet that need to be used incase an individual is awaiting pick up. 2)Extra PPE, gloves and sanitisation equipment has been provided in classrooms. 3) Staff to be aware of First Aiders on site, by this being visible around the school building	3	3	Medium Risk
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<p>Attendance and engagement with the NHS Test and Trace process</p>	<p>Employees Contractor Pupils Members of the Public Vulnerability groups</p>	<ul style="list-style-type: none"> • <u>Identification of minimal permissible staffing levels to support full reopening of the school</u> - <u>Consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors</u> - <u>Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team.</u> - <u>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</u> <ul style="list-style-type: none"> -<u>book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</u> -<u>provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace</u> -<u>self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</u> - <u>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and</u> 	<p>2</p>	<p>3</p>	<p>Medium Risk</p>	<p>N</p>	<p>A small number of pupils will still be unable to attend in line with public health advice to self-isolate because: they have had symptoms or a positive test result themselves they live with someone that has symptoms or has tested positive and are a household contact they are a close contact of someone who has coronavirus (COVID-19) New advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) was published on 13 October. The guidance provides advice on what additional measures individuals in this group can take tailored to each Local COVID Alert Level. The UK Chief Medical Officers have issued a statement on schools and childcare reopening which states that there is a very low rate of severe disease in children from COVID-19 and far fewer children should remain in this group in the future following their routine discussions with their clinician. All pupils, including those who are clinically extremely vulnerable, can continue to attend school at all Local COVID Alert Levels unless they are one of the very small number of pupils or students under paediatric care (such as recent transplant or very immunosuppressed children) and have been advised specifically by their GP or clinician not to attend school. In the future, the government will only reintroduce formal restrictive shielding advice in specific local areas at very high alert level with exceptional circumstances where this has been advised by the Chief Medical officer, and then only for a</p>	<p>1)Process and procedures for leaders to follow in case of a suspected case of Covid are in place. Staff and families directed to engage with Test and Trace where they are displaying symptoms. 2)Local Public Health England team identified as well as local test centre that individuals can be directed too. 3)Template letter to be used to inform school community of a positive case of Covid-19. 4)Process and procedures for staff to follow in case of Covid symptoms to be shared with all staff so everyone is well informed and share same message with wider community. 5)Families or pupils who may be anxious to return to school have been identified and being supported to return to school. 6)Covid related attendance codes have been engaged with and to be used for staff and pupil absence. Coronavirus daily register is updated to track cases where symptoms are similar to Coronavirus 8) A register is kept of all visitors who have to wear a face mask on entry to school unless risk assessed</p>	<p>3</p>	<p>3</p>	<p>Medium Risk</p>
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Preparation and serving of Food	Employees Contractor Pupils Members of the Public Vulnerability groups	<ul style="list-style-type: none"> Provision of education and information resources Coronavirus (COVID-19): guidance for schools and other educational settings cleaning in non healthcare settings Staff communications Break/lunch times are staggered The number of entrances and exits to be used is maximised. Different entrances/exits are used for different groups. Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use. A plan is in place for managing the 	2	3	Medium Risk		N	School kitchens can continue to operate, but must comply with https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19)Staff involved with preparation of food have been briefed and systems for lunchtime are in place. 2)Distribution of cutlery,water and salad bars are only used by adults 3)Cleaning is in place inbetween group dining times. 4)Floor markings and signage reminding of social distancing is in place. 5)Communication between school office and catering team is in place so numbers of children and groups is known ensuring safer lunchtimes. 6)Lunch time supervisors to wear masks or	3	3	Medium Risk
Hygiene Control & Cleaning	Employees Contractor Pupils Members of the Public Vulnerability groups	<ul style="list-style-type: none"> Communications and signage in place Agreed number of pupils who can attend the premises on any given day to enable compliance with social distancing rules. Agreed new timetable and arrangements confirmed for each year group. Arrangements in place to support pupils when not at school with remote learning at home. Share with parents, pupils and staff that fresh clothing should be worn daily. Pupils to use same desk if returning next day Teacher (and/or teaching assistant) are assigned to the same pupils throughout the day (and on subsequent days) Enhanced cleaning regime in place, particularly for frequently touched surfaces cleaning in non healthcare settings Pupils use only their own resources and do not share DfE Guidance implementing protective measures in education and childcare settings Regular hand washing for staff and pupils for at least 20 seconds practised 	2	3	Medium Risk		N	<ul style="list-style-type: none"> whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them putting in place a cleaning schedule that ensures cleaning is generally enhanced including more frequent cleaning of rooms / shared areas that are used by different groups and frequently touched surfaces being cleaned more often than normal 	1)Revised and enhanced cleaning regime is in place. Classes have antibacterial spray and cloths to clean resources touched by adults/pupils. 2) Regular contact with facilities manager and HoS to review systems for Health and Safety in school 3) Pupils have their own stationary resources in a zipped wallet. 4) General classroom resources are cleaned regularly with extra cleaning on Friday afternoons. 5) Pupils have a new handwashing routine - on arrival, after playtimes, before lunchtime etc. Hand sanitiser stations are available in communal spaces. 6)Full time cleaner will monitor availability of soap in all toilets. 7) Cleaning system in place for self-isolation room or if a child/adult has displayed symptoms of coronavirus whilst at school	3	3	Medium Risk

School premises	Employees Contractor Pupils Members of the Public Vulnerability groups	https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak <ul style="list-style-type: none"> Assessment of air conditioning systems Programme of pre-reopening checks on any school premises that have been completely closed <ul style="list-style-type: none"> Water systems Fire safety systems 	2	3	Medium Risk		N	<p>Evacuation arrangements have been reviewed to take into consideration the effects of social distancing and staff working from home or across multiple sites</p> <p>Prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe</p> <p>Once the school is in operation, it is important to ensure good ventilation</p> <p>https://www.hse.gov.uk/coronaviruses/equipment-and-machinery/air-conditioning-and-ventilation.htm</p> <ul style="list-style-type: none"> Schools should consider staggered break times and lunch times and time for cleaning surfaces in the dining hall between groups <p>HSE - Ventilation:</p> <p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>This can be achieved by a variety of measures including:</p> <p>mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)</p>	<p>)Facilities team have arranged for contractors to complete tasks as needed. Fire safety and water check have been completed during this time.</p> <p>2)SLT have met with facilities manager to go through management of school building and day to day running of school with external visitors/contractors limited unless necessary. 3) Class vents and doors kept open to increase ventilation in rooms and communal areas 4)Toilets are cleaned regurly by cleaners and especially after busy times eg lunchtime</p>	3	3	Medium Risk
Transport	Employees Pupils	<p>The transport guidance sets out a framework for local authorities and schools to follow when arranging transport to and from schools from the autumn term. We are clear that there cannot be a 'one size fits all' approach where the system of controls describes every scenario, but it provides a set of principles to support informed local decision making and risk assessment.</p> <p>Children and young people aged 11 and over must wear a face covering on public transport. Face coverings should also be worn by pupils in year 7 and above when travelling on dedicated school transport to secondary school or college. This does not apply to those who are</p>	2	3	Medium Risk		N	<p>The transport guidance sets out a framework for local authorities and schools to follow when arranging transport to and from schools from the autumn term. We are clear that there cannot be a 'one size fits all' approach where the system of controls describes every scenario, but it provides a set of principles to support informed local decision making and risk assessment.</p> <p>Children and young people aged 11 and over must wear a face covering on public transport. Face coverings should also be worn by pupils in year 7 and above when travelling on dedicated school</p>	<p>1)Families encouraged to walk to school where possible.</p> <p>2)Hand sanitising and hand washing available and used on entry to school building.</p> <p>3)Children using school transport identified. 4)The procedures for removal of face coverings for children,if applicable in place.</p>	3	3	Medium Risk

Use of equipment	Employees Pupils	Existing risk assessments	2	3	Medium Risk		N	<p>- For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared</p> <p>- Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces</p> <p>- Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>- Outdoor playground equipment</p>	<p>1) Everyday equipment is allocated to children and staff have their own used items. 2) Classroom based resources cleaned regularly and used within the classroom. 2) Resources shared between bubbles to be unused and quarantined according to government guidelines and equipment materials. 4) Allocated PE resources for classes/groups</p>	3	3	Medium Risk
Educational Visits	Employees Pupils Members of the Public	<p>Existing risk assessments</p> <p>As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues.</p> <p>Schools can resume non-overnight domestic educational visits</p> <p>https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits</p>	1	2	Low	Y		<p>- Trips carried out in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination.</p> <p>- Make use of outdoor spaces in the local area</p>	All Educational visits for the academic year have been cancelled.	1	1	Low

Physical Activity		<p>- Pupils should be kept in consistent groups.</p> <p>- sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>- contact sports avoided.</p> <p>- Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene</p> <p>- https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation</p> <p>- Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so</p>	1	2	Low	Y	<p>It is important that children continue to remain fit and active and, wherever possible, have the 60 active minutes of daily physical activity recommended by the Chief Medical Officers.</p> <p>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.</p> <p>Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted.</p> <p>Schools must only provide team sports listed on the return to recreational team sport framework. Competition between different schools should not take place, in line with the wider restrictions on grassroots sport.</p> <p>Pupils should be kept in consistent groups and sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>Outdoor sports should be prioritised where possible, and</p>	<p>1)Classes/groups have allocated time to use sports hall and equipment. This is cleaned or left unused after the groups use.</p> <p>Classes/groups also have their own allocated equipment.</p> <p>2)Playground and outdoor spaces used for PE weather permitting.</p> <p>4)No external staff used for teaching of PE.</p> <p>5)External providers have been liaised with for music lessons and their risk assesment used to check health and safety measures</p>	3	3	Medium Risk
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Wraparound Provision and extra-curricular activity	Staff, pupils	<p>Schools should be working to resume any breakfast and after-school provision, to ensure parents and carers can continue to or return to work. Schools should also work closely with any external wraparound providers which their pupils may use, to 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. Where it is not possible, or it is impractical to group children in the same bubbles as they are in during the school day - for example, if only one or two children are attending wraparound provision from the same school day bubble - schools and external providers may need to group children with others from outside their school day bubble or from a different school, where children from multiple schools are attending provision. If schools or external providers need to do this, they should seek to keep children in small, consistent groups with the same children each time, as far as this is possible. We recognise that schools may need to respond flexibly and build their wraparound provision up over time. Such provision will however help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents. Schools can consult the guidance produced for providers who run community activities, holiday clubs,</p>	2	3	Medium Risk		N	<p>Out-of-school activities (including wraparound care) may continue to operate if their primary purpose is providing registered childcare, or where they are offering other childcare activities, where this is reasonably necessary to enable parents to:</p> <ul style="list-style-type: none"> - work or search for work - undertake training or education <p>Out-of-school activities may continue to operate for the purposes of respite care, including for vulnerable children. Out-of-school activities that are primarily used by home educating parents as part of their arrangements for their child to receive a suitable full-time education (which could include, for example, tuition centres, supplementary schools, or private tutors) may also continue to operate for the duration of the national restrictions. Youth support services, including 1-1 youth work and support groups, may also continue to operate. These settings should continue to undertake risk assessments and implement the system of controls set out in the protective measures for holiday clubs and after-school clubs and other out-of-school clubs for children during the coronavirus (COVID-19) outbreak guidance. Providers of youth services and activities should also refer to the National Youth Agency's guidance for managing youth sector spaces and activities</p>	<p>1) All external clubs except instrumental lessons have been cancelled for the academic year. Separate risk assessments are followed for this 2) School wraparound-breakfast and after school club is provided and children are encouraged to stay within their year group bubbles. 3) During national lockdown there are no breakfast, afterschool or external clubs. Instrumental lessons are moved online.</p>	3	3	Medium Risk
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Assessment Conclusion

Signatures

