

RISK ASSESSMENT

Premises: Maltby Academy

Work Activity: Wider Reopening – Covid 19

Assessor(s):

Date: 7th June 2020

Pages: 22

Review date: 3rd July 2020

This risk assessment has been created based on the following guidance and advice:

- Preparing for the wider opening of schools: Guidance for secondary school provision from June 15
- Actions for education and childcare settings to prepare for wider opening from 1 June 2020
- Implementing Protective Measures in Education and Childcare Settings
- Safe working in education, childcare and children’s social care
- Planning guide for secondary schools - NEU/GMB/Unison/Unite commentary and checklist

1. Hazards identified	2. Persons at risk	3. Control measures PHASE 1 PHASE 2 PHASE 3	Communication – with who? when? how?	4. Further action required (if any) / Comments
Staffing / facilities / compliance				
Staffing is insufficient to guarantee groupings of sufficiently small size/ continue key worker provision.		<ol style="list-style-type: none"> 1. Calculate grouping sizes/likely attendance against number of available staff 2. Calculate EYFS groupings against statutory ratios 3. Look at TA provision and consider best deployment/whether Level 3 colleagues and HLTAs will be taking groupings 4. What provision is in place for monitoring and adjusting arrangements? 	Staff audit undertaken w/c 1 st June to assess number of staff available. 15 teaching staff are unavailable due to shielding/shielding partner or dependent/highly vulnerable or sole carer of child under school age. These staff will not be asked to deliver lessons in the academy. BAME staff to discuss risk with line manager/Principal and formulate the best approach to protect staff, this may involve working from home. The number of remaining staff are sufficient to operate the provision. Year 10 sessions will be a ratio of 1:3 and Y12 sessions will be no more than 1:6.	
Insufficient spaces can be identified in school to provide small enough groupings/ enable social distancing		<ol style="list-style-type: none"> 1. Consider all spaces in school – which, if any, spaces will need repurposing to provide additional facilities. 2. Consider spaces for suitability – are they large enough for 15 children or smaller groupings – can they be ventilated? 	There will be designated areas in the academy for Y10, Y12 and vulnerable/key worker pupils. Y10 pupils will be in 5 groups of 3 in either Eng/Ma/Sc blocks (15 classrooms in total) and teachers will rotate to the pupils. Y12 will be based in Block 3. There will be 4 separate entrances for different	Spaces are well ventilated, have adequate functional windows, fire exits and access to designated outdoor spaces.

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		3. What provision is in place for monitoring and adjusting arrangements?	groups of pupils.	Provision for larger numbers of vulnerable/key worker children will be through expanding ICT room access.
Equipment available in school is insufficient to allow all teaching groups to be catered for.		<ol style="list-style-type: none"> 1. Is sufficient equipment available to enable all classrooms to function adequately? 2. Are all classrooms equipped with medical information etc which is needed? 3. Are chairs tables etc of correct height for age range taught? Are there any other provisions which are unsuitable for the age range/activity which a space is to be used for? 	<p>Pupils will have a designated seat in each classroom, at least 2m apart, in accordance with social distancing guidelines. All pupils will be encouraged to bring their own equipment and will be given any equipment to keep that they do not have.</p> <p>All classrooms are suitable for the age range and provision being delivered.</p> <p>Medical information will be displayed in each classroom.</p>	
Are measures in place to ensure registration processes are undertaken effectively and accurately?		<ol style="list-style-type: none"> 1. Is a paper-based system needed or can SIMS access be provided to all staff for whom it is needed? 2. Are systems in place for registers to be completed in a timely manner? 3. Are systems in place for registers to be returned to the office with minimal footfall in school? 4. Is school able to differentiate between those students expected/shielded/ being kept at home / absent due to illness/ absent due to safeguarding concerns 5. Are systems in place/is there capacity to target first-day contact at appropriate groups to minimise safeguarding risks? 6. Has thought been given to how late arriving pupils will be taken to groupings? 7. What provision is in place for monitoring and adjusting arrangements? 	<p>Registers will be taken on the gate by SLT as the students enter the site. On call system will be in operation to alert SLT of any students who leave the classroom/do not return after break. Paper register will also be used to log students leaving the site at the end of the session.</p> <p>A member of the attendance/pastoral team will be available to contact home of any student who is expected but doesn't arrive.</p> <p>Attendance returns to DFE and RoSiS (vulnerable pupils) will continue.</p>	
Workspaces for administrative staff/ leaders cannot be sufficiently segregated to meet		1. Are clearly defined working spaces and terminals designated to admin staff/ leaders on duty?	Clearly defined areas for admin staff are designated with only one person per workspace/office. A barrier has been installed in	Ensure stock of cleaning products is monitored and replenished in a

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social distancing guidelines		<ol style="list-style-type: none"> 2. Are systems in place to minimise meetings of more than 2 people? 3. Are designated meeting spaces well ventilated and do they provide enough space for social distancing guideline to be observed? 4. Is a well-planned cleaning regime in place for all computer terminals and equipment, surfaces and equipment in admin areas? 5. What provision is in place for monitoring and adjusting arrangements? 	<p>reception to increase protection for staff. Leaders on duty work from a designated office. A thorough daily cleaning routine is in place to ensure all workspaces, keyboards, mice are cleaned. A deep clean will be undertaken mid-week.</p> <p>Wherever possible meetings will be conducted through Microsoft Teams/Zoom. Meeting spaces are available in the academy that are well ventilated and allow for social distancing if necessary.</p>	timely fashion. Inform staff of sign in requirements and reception staff of routines.
Communal facilities provide risk of cross contamination – ICT/ sign in systems / photocopiers / admin supplies / keypads / telephones etc.		<ol style="list-style-type: none"> 1. Is clear signage in place to limit number of people using/queuing for communal equipment sign-in systems etc? 2. Are well structured regimes in place to ensure all equipment/ screens keypads etc are cleaned after each usage? 3. What provision is in place for monitoring and adjusting arrangements? 	<p>Clear signage and 2m spacing demarcation will be in place to ensure appropriate social distancing throughout the academy.</p> <p>Sign in systems will have hand sanitiser next to them as will any other touch screen devices e.g. photocopiers. Regular cleaning will also take place of these areas.</p>	
Public-facing areas (eg main reception) provide insufficient protection for staff meeting with children from different groups/ parents/ staff		<ol style="list-style-type: none"> 1. Is a plan in place for dealing with parental concerns/visitors? 2. Has consideration been made to a no visitors in building policy where protection cannot be guaranteed? 3. Have processes been put in place to prevent administrative staff dealing with pupils/ staff from multiple groupings? 4. Have the protocols been adequately communicated to all staff pupils and parents? 5. What provision is in place for monitoring and adjusting arrangements? 	<p>Parents will not be allowed in the academy building. Communication with parents will be through info@maltbyacademy email, MyEd app, telephone, or Zoom/Teams.</p> <p>Designated areas throughout the academy mean that administrative/pastoral staff will not have contact with pupils from multiple groupings. If the need arises the pupil will be escorted by SLT/Support staff to ensure social distancing is maintained.</p>	Ensure protocols for administrative staff are communicated to all staff.
Parental concerns/ complaints cannot be dealt with effectively because of a lack of face-to-face contact.		<ol style="list-style-type: none"> 1. Have protocols been put in place to enable day to day concerns to be quickly and efficiently addressed? 2. Have protocols been put in place to enable staff to contact parents by telephone where needed? 	Protocols are in place to deal with parental queries via MyEd, phone, @info email. These measures are efficient in communicating with parents. Administrative staff relay messages to staff via email where necessary. Staff can contact parents via telephone using	Ensure stock of cleaning products available for all workrooms.

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		<ol style="list-style-type: none"> 3. Have protocols been put in place for video conference meetings where needed? 4. What provision is in place for monitoring and adjusting arrangements? 	the phone the department workroom. Cleaning products and hand sanitiser will be available to clean the phone after every use.	
Entry/Exit from the site:				
Parents/pupils waiting at main gate pre-entry fail to keep adequate social distancing		<ol style="list-style-type: none"> 1. Has thought been given to demarcating 2 metre intervals on paths/approaches to school? 2. Has protocol for prompt opening of gates been put in place and control of flow to avoid bottlenecking? 3. What provision is in place for monitoring and adjusting arrangements? 	Clear external signage will be in place to reinforce social distancing. Students will access the site from 4 different gates to ease the risk of bottlenecks. Students will be informed of the gate they are expected to enter through prior to wider opening. SLT/Pastoral staff will be present on each gate. If students arrive early, they will be escorted a waiting area where they can be supervised adhering to social distancing.	
Parents/Pupils are unable to social distance when entering the school premises as paths/walkways are too narrow.	Parents/ Pupils	<ol style="list-style-type: none"> 1. Has due consideration been given to flows of people through site, including one-way systems and use of barriers etc? 2. Has clear signage been put in place to ensure parents and pupils can navigate around the site effectively? 3. What provision is in place for monitoring and adjusting arrangements? 	A one-way system will be in place, where appropriate, to ease flow around the site. As pupils will be allocated only one classroom student movement will be kept to a minimum. Clear signage will be in place to remind staff and pupils of the expectations when moving around the academy.	
Too many children/parents enter site at one time – walkways and waiting areas become crowded		<ol style="list-style-type: none"> 1. Has consideration been given to staggering start/end times? 2. Have waiting areas for pupils/parents been clearly demarcated away from the 'flow' of people through the site? 3. Have siblings been given common drop-off times/arrangements put in place to minimise waiting/parental anxiety? 4. Has consideration been given to parents who disregard the arrangements put in place? 5. What provision is in place for monitoring and adjusting arrangements? 	Designated entrances for different pupils will reduce crowding at entrances. Vulnerable/Key worker pupils will start earlier (8.30) to further reduce the potential for too many students at an entrance.	
Too many people are present on site due to additional adults/siblings not in school being brought onto premises.		<ol style="list-style-type: none"> 1. Has consideration been given to the limiting numbers of adults/children on site at start end of day to only those necessary? 2. Have protocols/arrangements to promptly meet/dismiss groups of pupils been put in place to ensure children enter the building as 	Only teaching staff that are delivering lessons or on the rota for key worker/vulnerable children will be expected to be onsite. If administrative/support staff can work effectively from home then they will continue to do so.	

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		<p>soon as possible after arrival/leave promptly?</p> <p>3. What provision is in place for monitoring and adjusting arrangements?</p>		
<p>Danger of contamination/ interaction with parents/ carers /visitors in communal areas – eg entrance areas/ main reception/ cloakrooms</p>		<ol style="list-style-type: none"> 1. Has consideration been made to a no visitors policy to restrict risks to administrative staff? 2. Has consideration been made to how deliveries can be made without the need for interaction with school staff/pupils? 3. Is clear signage in place to ensure visitors and delivery persons are clear on protocols? 4. What provision is in place for monitoring and adjusting arrangements? 	<p>Clear signage will be around the school premises as highlighted above. Signage on the main entrance will clearly inform that visitors will not be admitted into the school building. Deliveries will be directed to declare arrival at reception. If reception is not attended there will be a phone number for the member of site team on duty. The site team will organise the receipt of the delivery whilst observing social distancing guidelines.</p>	<p>Communication to site team for protocols of accepting deliveries.</p>
Entry/Exit from classrooms				
<p>Too many pupils/parents queuing for entry to classrooms</p>		<ul style="list-style-type: none"> • Has consideration been made to staggered starts/end of day and separate queuing arrangements to limit queue lengths? • Have queuing/waiting areas been clearly demarcated • What provision is in place for monitoring and adjusting arrangements? 	<p>There will be no need to queue for classrooms due to the small number of students at any one time. One-way system will ease flow of students at the end of the day and there will be a slightly staggered dismissal from every block.</p>	<p>Ensure teaching staff are clear on entry/exit to classrooms protocols.</p>
<p>Staff interact with multiple parents without physical separation as children are handed over.</p>		<ol style="list-style-type: none"> 1. Has provision been put in place to limit/prohibit entry to the site? 2. Are clear demarcations in place to show parents/staff where they should wait/release children? 3. What provision is in place for reluctant/emotional/behaviourally challenging pupils? 4. What provision is in place for monitoring and adjusting arrangements? 	<p>Clear demarcation and signage is in place to ensure entrances and exits from the school premises are clear. This is backed up by clear communication to parents/carers.</p> <p>The behaviour policy has been adapted to set out clear protocols and processes for dealing with reluctant/emotional/behaviourally challenging pupils. Risk assessments have been undertaken for SEMH/SEND pupils and these will be shared with teachers. TAs/SEND team will be available to withdraw pupils to work with in a more bespoke way whilst adhering to social distancing guidelines.</p>	<p>Ensure necessary risk assessments have been shared with staff.</p> <p>Ensure all staff have read the amendments to the behaviour policy and are clear on actions to take if necessary.</p>

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Staff mix with groups of pupils not under their direct supervision during pick-up/drop off times		<ol style="list-style-type: none"> 1. Have clearly demarcated, labelled waiting areas for different groups been put in place? 2. Has consideration been made to staggered start/end times in order to limit possible interactions? 3. What provision is in place for monitoring and adjusting arrangements? 	Students will be directed to a supervised waiting area in their designated block on arrival, reducing the risk of groups of pupils and staff mixing unnecessarily. Different exit and entrance points for different groups will reduce large congregations outside the academy gates.	
Too many staff and pupils enter the building via the same entry point at the same time. Corridors/cloakrooms become crowded		<ol style="list-style-type: none"> 1. Has careful consideration been made to start times/routing of pupils through the building to minimise 'pinch points' and ensure groups do not mix? 2. Has consideration been made about alternative arrangements for storage of coats/bags and equipment where provision is communal? 3. What provision is in place for monitoring and adjusting arrangements? 	As outlined there are different entry points for different groups of pupils reducing pinch points. This will be communicated to pupils prior to their designated day. Due to small numbers of pupils in each classroom there will be no need for provision of storage of bags & coats.	
Pupils become distressed/show behavioural issues on entry to school		<ol style="list-style-type: none"> 1. Is pastoral provision/leadership available on site? 2. How will this be used? What distancing/PPE protocols are in place? 3. How will an issue be communicated to the pastoral/leadership team? 4. Has the approach been communicated to the teachers/parents /pupils? 5. What provision is in place for monitoring and adjusting arrangements? 	Pastoral provision will be available on-site – the pastoral lead will be based in an office, socially distanced from the children. As with teaching staff, the pastoral lead will ensure when speaking to children that it is in a socially distant way and acts on guidance in the child's risk assessment. On call processes will be available via walkie talkie and staffed by SLT. Use of outdoor spaces can be used where possible for pastoral work. If this is not possible, a well-ventilated room with demarcation for social distancing.	
Classroom environments				
Pupil groupings are too large – pupils mix with too many pupils		<ol style="list-style-type: none"> 1) Have pupil groupings been carefully formulated based on physical capacity/social distancing? Are there a maximum of 15 pupils? 2) Are registers in place and available? 3) What provision is in place for monitoring and adjusting arrangements? 	Y10 groupings will be in 15 groups at a ratio of 1:3. Each core subject will have 5 groups of 3 pupils and they will be segregated from the other faculties. This means that 15 pupils will be in each of the 3 blocks for their full provision that day and will not mix with the other pupils. A 15 minute break will be built in and students will be kept in their groups of 15 and supervised. Y12 students will be in a maximum of 1:6 and will access either an AM or PM session where they will stay in the same classroom.	

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			Registers will be taken on the different gates at both entrance and exit times. An on-call system will be available for staff to alert SLT of any issues.	
Room allocated is not large enough to maintain social distancing/cannot be ventilated adequately.		<ol style="list-style-type: none"> 1) Has the size of rooms/available ventilation been taken into account when allocating spaces and deciding group sizes? 2) Have staff been instructed to ensure that windows are kept open and ventilation maximised whenever possible? 3) What provision is in place for monitoring and adjusting arrangements? 	Each designated classroom has been checked for adequate ventilation and is of the correct size to facilitate 2m social distancing. Staff will be informed of necessity to ensure maximum ventilation by keeping windows and door open at all times.	Ensure staff are reminded of protocols for classroom ventilation.
Staff are unfamiliar with the specific medical, behavioural or learning needs of allocated children		<ol style="list-style-type: none"> 1) What arrangements have been put in place for group leaders to have access to key documents, including medical files etc? Have significant medical needs been explicitly highlighted? 2) Have any children with needs which require specialist training (eg diabetes) been allocated to staff with relevant training/experience? 3) What handover has been received from substantive class teacher about the needs of the children? 4) What provision is in place for monitoring and adjusting arrangements? 	<p>All teaching staff will have access to SIMS for the students they teach on that day. All medical records, risk assessments, SEND plans/EHCPs are up to date and staff will ensure they have read and planned for any specific need.</p> <p>All students with specific medical needs will have been risk assessed and SEN/Pastoral team will be available to support individual students where necessary.</p>	
Staff mix with more than one group – risk of infection/cross contamination is increased		<ol style="list-style-type: none"> 1) Arrangements for cover/ PPA / SMSA provision ensure that inter-group interactions are minimised. 2) Are any staff asked to work in more than one group? Can this be eliminated? 3) Has provision been made to enable teachers to receive their PPA allocation? 4) What provision is in place for monitoring and adjusting arrangements? 	Teaching staff will be delivering a maximum of 3 hours per day alongside 2/3 Microsoft Teams live teaching sessions per week. Staff have the flexibility to build in PPA throughout their week.	
Danger of cross contamination from equipment if shared between groups of children.		<ol style="list-style-type: none"> 1) Has equipment been allocated to specific teaching groups? 2) Has the movement of equipment been minimised? 3) Are arrangements in place for the regular cleaning of equipment and surfaces? 4) What provision is in place for monitoring and adjusting arrangements? 	<p>Students will bring their own equipment daily. Where a pupil does not have the necessary equipment it will be given to the pupils to keep (not a shared/loaned item).</p> <p>Desks will be cleaned daily in the afternoon (desk where students have sat will be marked for the cleaning team). ICT rooms and staff workstations</p>	

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			will be cleaned daily. A usage schedule will be given to the cleaning team, so they are aware of exactly which parts of the academy have been used and need cleaning.	
Danger of cross contamination from equipment/furniture which is hard to clean (eg soft surfaces/upholstery/soft toys)		<ol style="list-style-type: none"> 1) Has an assessment of risk in each allocated space taken place? 2) Has all equipment and furniture which is hard to clean been removed from teaching areas and stored? 3) Has any equipment which is hard to clean and cannot be removed been covered or marked as not for use? 4) Has the regular cleaning of soft surfaces such as carpets been put in place to minimise risks? 5) Has consideration been made to minimising carpet time etc to reduce risk? 6) What provision is in place for monitoring and adjusting arrangements? 	<p>A risk assessment of each allocated space has been undertaken and unnecessary hard to clean equipment will be marked as not to be used.</p> <p>Regular cleaning of classrooms will take place (daily) and desks that have been used will be marked.</p>	<p>Mark hard to clean equipment as not to be used.</p> <p>Communicate with practical subjects for Y12 sessions eg: not to share resources (eg Art)</p>
Danger of cross contamination from equipment which provides a medium for viral growth (eg water/sand)		<ol style="list-style-type: none"> 1) Has an assessment of risk in each allocated space taken place? 2) Have any resources or equipment which provides a medium for viral growth been removed from the area or taken out of use? 3) What provision is in place for monitoring and adjusting arrangements? 	All inappropriate equipment will be removed teaching areas and practical subjects will undertake specific risk assessments (Eg Art)	Undertake risk assessment for practical subjects before Y12 sessions begin.
Children accessing formal education are seated too close together or change places to be closer together.		<ol style="list-style-type: none"> 1) In formal classrooms, have seating arrangements been adjusted to ensure every child has an allocated seat? 2) Is a seating plan in place? 3) Has provision been made to reduce the number of children accessing areas of provision in foundation classrooms? 4) Are carpet spots etc in place where carpet time is used? 5) What provision is in place for monitoring and adjusting arrangements? 	Seating arrangements have been adjusted and seating plans will be in place to ensure social distancing in classrooms. Desk will be marked with student name and they will just use that desk for the day.	
Children exhibit challenging behaviour, inhibiting the learning process for all learners in a group and or impacting on social		<ol style="list-style-type: none"> 1) Has an assessment of individual risks presented by known children taken place? 2) Have additional staff been allocated to meet the need where challenging children are 	<p>See amended Behaviour Policy.</p> <p>Risk assessments will have already been completed around SEMH and SEND needs of</p>	Behaviour expectations to be sent to all parents/carers including amended

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distancing.		<p>present?</p> <ol style="list-style-type: none"> 3) Has consideration been made to additional PPE where children have a history of spitting etc? 4) Has sufficient leadership/pastoral support been allocated to meet these needs? 5) Have withdrawal spaces been allocated where children can be taken to calm down while respecting social distancing? 6) Has thought been given to how urgent need will be communicated while minimising movement through the school? 7) What provision is in place for monitoring and adjusting arrangements? 	<p>vulnerable children – these will provide guidance at an individual level for each child and these should be referred to by the group teacher.</p> <p>The pastoral and SEND lead in school will be available for support and socially distant counselling in a designated area. Where the risk assessment determines, extra staff will be available to provide for more challenging children if required. A set of PPE will be available in every classroom and pastoral area – this set includes a disposable apron, a mask and disposable gloves. This is to be used for intimate care and where risk assessments deem it to be used when a child becomes aggressive or has a medical condition.</p> <p>Urgent support is through an SLT on call system and walkie talkies in each block. A space will be identified for students to be placed if they need pastoral intervention. The behaviour policy has been amended to ensure that students failing to adhere to social distancing are removed from site (excluded) if necessary.</p>	home/academy agreement.
Risk of infection spreading within groups due to poor hygiene – Surfaces/handles/equipment are not clean or become contaminated during the day.		<ol style="list-style-type: none"> 1) Are clear, regular routines in place for handwashing/provision of sanitiser? 2) Are sufficient supplied of soap and sanitiser in place? Is this sustainable? 3) What provision has been made for drying hands? Is this sufficient/sustainable? 4) What routines are in place for good cough/sneeze hygiene? Is this sufficient/sustainable? 5) Are surfaces regularly cleaned during the day – what resources are provided to enable this to happen? 6) Are interior doors propped open to minimise handle contact? Is a cleaning regime in place for handles/door plates? 7) Are clear, high profile reminders prominently displayed for children giving key messages? 8) What provision is in place for monitoring and 	<p>The academy will ensure that sufficient handwashing facilities are available and hand sanitiser will be available in every classroom.</p> <p>Cleaning surfaces regularly that pupils are touching, such as books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal. Teaching staff will have access to cleaning products and will clean their workspace after use.</p> <p>Government document ‘guidance on hand cleaning’ to be shared with all staff and the principles of this with pupils. Adults and pupils will clean their hands on arrival at school, on entry and exit of the classroom and after sneezing or coughing.</p>	<p>Share guidance on hand cleaning.</p> <p>Audit classrooms to ensure all cleaning products/bins are present.</p> <p>Communicate with staff the protocols for entry/exit of classroom and cleaning work area.</p>

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		adjusting arrangements?	<p>Hand sanitiser will be freely available in dispensers on the walls in both classrooms and corridors and in classrooms in bottles. Pupils are actively encouraged not to touch their mouth, eyes and nose and to use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it').</p> <p>A lidded bin will be provided in every area used. Ensure that bins for tissues are emptied throughout the day. Where possible, all spaces should be well ventilated using natural ventilation by opening windows and doors.</p>	
Personal Care (Pupils)				
Pupil require intimate care because of toileting issues – staff are potentially exposed to additional risks.		<ol style="list-style-type: none"> 1) Are there children with an existing intimate care plan attending? What adjustments have been made to the plan to enable staff to be protected? 2) What protocols in terms of PPE etc will be adopted if a child needs intimate care? Will additional adults be called upon? How will social distancing be maintained? 3) Are stocks of appropriate PPE available? Are they sufficient and sustainable? Where will they be located to ensure they are used when needed? 4) How will parents be informed of the potential use of PPE at these times? 5) How will pupils be prepared for the use of PPE when they are already vulnerable? 6) What provision is in place for monitoring and adjusting arrangements? 	<p>See revised Intimate Care Policy.</p> <p>Staff involved in intimate care will be directed to understand use of PPE and PPE will be available in all areas where intimate care may be needed.</p> <p>Stocks of PPE will be monitored and replenished in a timely manner.</p>	
Different groups of children sharing communal toilet facilities – risk of cross contamination.		<ol style="list-style-type: none"> 1) How will the number of children using communal facilities be minimised? How will privacy be maintained? 2) Will additional cleaning be needed? How will this be facilitated? 3) How will the risk of children meeting in communal facilities be minimised? How will this be monitored? 	<p>Students will be contained in groups of 15 (Y10) and 25 (Y12) in designated blocks. Each group of students will have a designated toilet. If students require the toilet the member of SLT on duty in that block will be available to escort the pupil to and from, to ensure social distancing.</p> <p>Break times will be in designated outside areas</p>	

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		4) What provision is in place for monitoring and adjusting arrangements?	(weather permitting) of the academy and each group of 15/25 students will not mix with other groups. In inclement weather the break will take place in the classroom. Students will be supervised at break time by SLT and pastoral team to ensure social distancing. Students in Y10 will leave site at 12.15 in order to mitigate the need for lunchtime supervision. Y12 will either have an AM or PM session and therefore will not be on site for lunch.	
Movement around school during day (children)				
Children/staff meet on corridors in large groups. Unnecessary social contact takes place		<ol style="list-style-type: none"> 1) How will the use of outdoor paths be maximised as methods of transit around the site? 2) Which areas will have minimal traffic/ will staff and children be asked to avoid? 3) Which areas will have one-way systems instigated? 4) How will 'keep left' systems be implemented and labelled in corridors/stairs – how will this be enforced? 5) What provision is in place for monitoring and adjusting arrangements? 	<p>A one-way system will be in operation in all the blocks being used (Eng/Ma/Sc/Block 3). Transit around the site will be kept to an absolute minimum due to the students staying in a designated part of the academy.</p> <p>Floor markings will be in place to mark out 2m distance on all corridors used and where two way movement is needed the floor will be taped and the keep left rule displayed and enforced.</p>	
Danger of cross-contamination from door handles, equipment etc in classroom, communal and public areas		<ol style="list-style-type: none"> 1) Will doors etc be kept open to minimise the need for them to be touched? 2) What cleaning regime will be needed in order to ensure that handles and door plates are not sources of cross contamination? 3) What hand cleaning regime will be implemented to minimise the risk of cross contamination from outside the classroom – eg provision of sanitiser/soap? 4) How will this be labelled/clearly communicated to pupils? 5) What provision is in place for monitoring and adjusting arrangements? 	<p>Doors will be kept open to reduce the need to touch door handles. Cleaning of spaces will take place every day with a deep clean on Wednesday.</p> <p>Hand sanitiser will be available in every classroom and pupils/staff must use this on entry/exit. Hand sanitiser stations will also be available in corridors and on entry/exit to the academy.</p> <p>This will be communicated to parents via letter and posters will be displayed throughout the academy highlighting hand washing protocols.</p>	

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Danger of cross contamination in communal facilities – ICT suite/library areas etc.		<ol style="list-style-type: none"> 1) Which communal facilities will be taken out of use/made out of bounds? 2) Which communal facilities will remain in use but be subject to regular cleaning? How will this be facilitated? 3) What provision is in place for monitoring and adjusting arrangements? 	<p>There will be limited communal facilities available. Pupils will stay in their designated block and remain at the same desk in the classroom. They will have their break either outside in their group or in the classroom.</p> <p>Each block will have a designated toilet that will be cleaned regularly throughout the day.</p>	Confirm cleaning schedule.
Risk of children meeting those from other classrooms whilst on errands etc.		<ol style="list-style-type: none"> 1) How will number of children not in class at any time be minimised? 2) How will facilities such as SIMs messenger be used instead of ‘runners’ 3) Under what circumstances, if any will it be acceptable for a child to be out of class? 4) How will this be communicated to staff/pupils? 5) What provision is in place for monitoring and adjusting arrangements? 	<p>Pupils will not be allowed out of the classroom unsupervised at any time. In an emergency the on call system will be used and SLT will collect/escort the pupil while adhering to social distancing.</p> <p>A member of SLT will be constantly present in each block and any issues/messages can be relayed.</p>	
Movement During School Day (Adults)				
Risk of not maintaining social distancing from other adults during start/end of school day when on corridors etc.		<ol style="list-style-type: none"> 1) How will those staff who are not directly working together be discouraged from social contact before/after the day? 2) How can staff be encouraged to leave the site in a timely manner at the end of the day, reducing the cross-contamination risk? 3) What provision is in place for monitoring and adjusting arrangements? 	<p>Staff will be expected to leave site as soon as practically possible at the end of the academy day. Staff will be reminded of the need to social distance at all times and not to leave the site in groups.</p>	
Risk of meeting other adults in key communal areas – photocopier etc		<ol style="list-style-type: none"> 1) What provision will be put in place to reduce the number of people using/queuing for photocopier etc at any one point? 2) How will social distancing be enforced in these areas? 3) What cleaning regime will be needed? 4) What provision is in place for monitoring and adjusting arrangements? 	<p>Clear signage will be visible reminding staff of only one person in the faculty work room at one time. Staff should not use communal ICT equipment and any touch screen/button devices (photocopiers etc) must be wiped down after use.</p>	Communicate to staff working practices protocols around office use.
Children’s Break time				

1. Hazards identified	2. Persons at risk	3. Control measures PHASE 1 PHASE 2 PHASE 3	Communication – with who? when? how?	4. Further action required (if any) / Comments
Risk of children from different groups mixing in uncontrolled manner during break times.		<ol style="list-style-type: none"> 1) Will a system of staggered breaks be used to limit the numbers on the yard at any one time? 2) How will the importance of prompt timing be enforced with staff? 3) How will groupings be allocated spaces? What markings will be needed? 4) What provision is in place for monitoring and adjusting arrangements? 	<p>All pupils will take break at the same time but will have their own designated area ensuring that student don't mix between groups. In Y10 therefore, only 15 students will be together at break time. Y12 students will have break time in the classroom.</p> <p>A member of SLT will supervise students at break time to ensure social distancing and will oversee the prompt and orderly return to classrooms.</p>	
Risk of children playing close-contact games with peers during break times.		<ol style="list-style-type: none"> 1) What expectations will be put in place at breaks? What will be allowed/prohibited? How will this be enforced? 2) What behavioural sanctions will be applied? How? 3) What provision is in place for monitoring and adjusting arrangements? 	<p>No ball games or contact will be permitted at break time. Students will be supervised by an SLT member to ensure social distancing.</p> <p>The amended behaviour policy will be followed if students fail to follow rules.</p>	
Risk of supervising adults causing cross infection if they are supervising more than one group.		<ol style="list-style-type: none"> 1) Are adults allocated more than one group? Can this be minimised or eliminated? If not, what controls are in place? 2) How will staff have a comfort break if they are supervising groups? 3) What provision is in place for monitoring and adjusting arrangements? 	<p>Staff will undertake 3 sessions of 3 pupils every day for Y10. Teachers will move to the group to minimise footfall across the academy. Y12 teacher will teach a maximum of 2 1:6 sessions per day based on their teaching groups. If a group is larger than 6 extra staff will be used to teach parallel sessions.</p> <p>If staff need a comfort break during the session SLT will be present in each block and can cover where necessary.</p>	
Risk of play equipment (fixed/non-fixed) being used by more than one group at break times.		<ol style="list-style-type: none"> 1) Will fixed play equipment be allowed to be used? If not, how will it be taken out of use or cleaning guaranteed? 2) Will non-fixed equipment, such as footballs, be allowed? How will you ensure they are not used by multiple groups and cross contaminate? If you are not permitting them how will you keep children occupied? 3) How will it be enforced? 4) What provision is in place for monitoring and adjusting arrangements? 	<p>N/A - Equipment will not be provided or used at break time.</p>	

1. Hazards identified	2. Persons at risk	3. Control measures PHASE 1 PHASE 2 PHASE 3	Communication – with who? when? how?	4. Further action required (if any) / Comments
Risk of children mixing when entering and exiting the classroom at break times.		<ol style="list-style-type: none"> 1) How will you ensure that children exit/enter the classroom in an orderly manner? What supervision expectations are placed on staff around this? 2) What arrangements are in place to route children into/out of the classroom? Can they directly access the outside without moving on corridors/through cloakrooms? 3) What provision is in place for monitoring and adjusting arrangements? 	Students will be dismissed at break time by SLT member on duty in the block. This will allow for controlled exit of classrooms. After break the member of SLT will call students in their triads, reducing the risk of pinch points and mixing. Protocols for entering/exiting the classroom will be distributed to staff and pupils.	Protocols for entering/exiting the classroom to be distributed to staff and students.
Children's Lunch time				
Children mix in an uncontrolled manner exiting classroom/entering dining hall – Children mix in an uncontrolled manner in dining hall.		<ol style="list-style-type: none"> 1) Will children have an allocated lunch time? 2) How will you ensure these timings are prompt to avoid congestion? 3) How will you ensure that children exit/enter the dining room in an orderly manner? What supervision expectations are placed on staff around this? 4) What arrangements are in place to route children into/out of the classroom? Is there a practical alternative to eating in the dining room? 5) What arrangements will be made to place groupings/provide alternative locations for food to be eaten? 6) What provision is in place for monitoring and adjusting arrangements? 	<p>Vulnerable/key worker pupils will have a grab bag delivered to 'The street'. They will be escorted to and from this area and will be supervised during lunchtime to ensure social distancing.</p> <p>Y10 students will leave the academy at 12.15 negating the need for a lunchtime. Grab bags will be available to pupils on the gate as they leave (to be pre-booked).</p> <p>Y12 students will access either a morning or afternoon session, again negating the need for lunchtime. Grab bags will also be available to Y12.</p>	
Children queue together to be served, making it difficult to maintain social distancing		<ol style="list-style-type: none"> 1) Has consideration been made to how spacing will be maintained? Does a different serving regime need to be implemented? Is a full menu viable? 2) What provision is in place for monitoring and adjusting arrangements? 	See above.	
Risk of SMSAs supervising multiple groups – danger of cross contamination between groups of pupils.		<ol style="list-style-type: none"> 1) Has consideration been made to allocation of SMSAs? How will this be done? Are there sufficient SMSAs to have one per class or is this not attainable? If not, how will cross-contamination be avoided? 2) What provision is in place for monitoring and adjusting arrangements? 	Key worker/vulnerable pupils will be supervised at lunchtime by SLT and pastoral staff to ensure social distancing.	

1. Hazards identified	2. Persons at risk	3. Control measures PHASE 1 PHASE 2 PHASE 3	Communication – with who? when? how?	4. Further action required (if any) / Comments
Danger of cross contamination between dining furniture, coloured choice bands, serving areas etc		<ol style="list-style-type: none"> 1) Will the dining hall be used? 2) What cleaning regime will be needed between groups for tables/ chairs? 3) How will cleanliness of counters, trays etc be maintained? What system will be used to avoid coloured bands with multiple usages? 4) How will this be facilitated? 5) What provision is in place for monitoring and adjusting arrangements? 	See above. Dining hall will not be used. Grab bags delivered to 'The Street' for vulnerable/key worker pupils and The Street cleaned daily after lunchtime.	
Staff break times/lunchtime				
Risk of too many staff utilising toilet facilities causing cross contamination.		<ol style="list-style-type: none"> 1) What capacity is there for staff to be allocated different toilet facilities in different areas of school? 2) What cleaning regime are staff expected to adhere to after use? 3) How will cleanliness of handles and door plates be guaranteed to prevent cross contamination? 4) What labelling etc will be needed? 5) What provision is in place for monitoring and adjusting arrangements? 	Staff will have access to different toilets throughout the building. All toilets will be clearly labelled and have available cleaning products inside to clean handles etc.	Communicate to staff which toilets are to be used and ensure cleaning products stocked in each toilet.
Risk of insufficient social distancing as staff gather in social areas at lunch/ break times.		<ol style="list-style-type: none"> 1) What capacity is there for staff to be allocated different rest areas and the access to these staggered? 2) What cleaning will be needed between usage? 3) What provision is in place for monitoring and adjusting arrangements? 	Staff will have access to several breakout areas in each block. These will be designated classrooms that will be part of the enhanced cleaning regime. If more than one person is in the breakout area adequate ventilation must be ensured and 2m social distancing must be adhered to.	Communicate designated break out classrooms for staff and ensure this is also communicated to the cleaning team.
Safeguarding / First Aid				
Risk of increased safeguarding/pastoral needs following self-isolation – risk of pastoral worker/ safeguarding lead cross contaminating individuals and groups		<ol style="list-style-type: none"> 1) What provision has been made for pastoral/ safeguarding support? 2) Have staff been briefed to be vigilant for children displaying signs and indicators of abuse? 3) Have reporting lines been reinforced? 4) How will pastoral support be provided while maintaining social distancing – can outside spaces be utilised? 5) What consideration has been made to access by social workers/Early Help etc – how will this 	Pupils wellbeing will be prioritised on their return to the academy. In w/c 15 th June all pupils in Y10 and Y12 will have a 1:1 wellbeing and progress meeting, either online or in the academy. The focus of this meeting will be to check on pupil's wellbeing and offer support where necessary. It will also allow for discussion around academic progress/access to online learning etc. Concerns will be flagged up with the pastoral/safeguarding team if necessary.	Staff will be briefed around the need to be vigilant to concerns over student well being/abuse. All safeguarding training is up to date and reporting will follow the established channels – CPOMS.

1. Hazards identified	2. Persons at risk	3. Control measures PHASE 1 PHASE 2 PHASE 3	Communication – with who? when? how?	4. Further action required (if any) / Comments
		<p>be managed?</p> <p>6) What provision is in place for monitoring and adjusting arrangements?</p>	<p>A pastoral member of staff will be available daily and will have an allocated space to have socially distant discussions/meetings with students if necessary.</p> <p>The Safeguarding policy has been amended to reflect partial school closure/wider reopening.</p>	<p>Communicate amended safeguarding policy to all staff and reinforce vigilance around safeguarding concerns</p>
<p>Risk of lack of safeguarding and pastoral capacity in school due to demand / staff shortages</p>		<p>1) How will capacity for safeguarding/pastoral support be maintained?</p> <p>2) What capacity is available?</p> <p>3) What provision is in place for monitoring and adjusting arrangements?</p>	<p>A pastoral member of staff will be present in the academy every day to support pupils in school. Additionally, at least 2 members of the SLT will be in the academy daily to maintain safeguarding and pastoral support.</p>	
<p>Lack of appropriately qualified first aid staff means that children are not safe</p>		<p>1) How will the availability of first aid provision be guaranteed?</p> <p>2) Which staff on duty have the different levels of qualification?</p> <p>3) What can be done to mitigate risk?</p> <p>4) What provision is in place for monitoring and adjusting arrangements?</p>	<p>See revised First Aid Policy</p> <p>First aid trained staff will be available on site every day. The on-call system will be used to notify the need for first aid support.</p> <p>Staff administering first aid will have access to PPE if necessary and will have instruction on how to use it appropriately.</p>	<p>Timetable first aiders on a daily basis, communicate protocols and instructions for using PPE.</p>
<p>Key staff who administer medicine at increased risk due to close contact with children from different groupings. How will medication be received from parents?</p>		<p>1) Which staff have training to administer medication?</p> <p>2) How will parents hand-over medication/fill in required forms?</p> <p>3) How will compliance to Trust policies be guaranteed? What lines of communication will be in place to substantive class teachers/group leaders?</p> <p>4) What provision is in place for monitoring and adjusting arrangements?</p>	<p>See revised Administration of Medicines Policy.</p> <p>Parents will communicate electronically or via phone. Prearranged appointments will be able to be made to drop of medication whilst adhering to social distancing guidelines. Alternatively, parents cans send medication in with students if they communicate this to the academy beforehand. This will then be collected by the pastoral member of staff on arrival.</p>	<p>Ensure that suitably trained staff are available every day to administer medicines.</p>
<p>Pupil requires first aid for non-covid illness – staff exposed to additional risks due to proximity/body fluids</p>		<p>1) Have first aid areas been allocated which are well ventilated and maximise staff safety?</p> <p>2) Have stocks of relevant PPE (Masks/gloves/aprons for sickness) been placed in these areas to enable ease of access?</p> <p>3) Has provision of equipment for safely dealing with body fluids been checked and are they sufficient/sustainable?</p> <p>4) Has an emergency cleaning protocol been put in place, so body fluids are not left in areas</p>	<p>See revised First Aid Policy.</p> <p>First aid areas are well ventilated and where possible be administered outside. Stocks of PPE have been ordered and will be placed in all group areas.</p> <p>Staff will have instruction on the safe use of PPE and are encouraged to use the equipment if providing intimate first aid.</p>	

1. Hazards identified	2. Persons at risk	3. Control measures PHASE 1 PHASE 2 PHASE 3	Communication – with who? when? how?	4. Further action required (if any) / Comments
		<p>with other children/staff present?</p> <p>5) What provision is in place for monitoring and adjusting arrangements?</p>	<p>Provision of equipment is checked and monitored daily. Lidded bins should be used for any used first aid equipment and cleaning protocols both before and after administration should be followed as outlined elsewhere in the risk assessment. Cleaning products will be provided in all areas where children are admitted and these will be kept in stock at all times. Staff will be encouraged to use these regularly.</p>	
Suspected / Confirmed Cases (Children)				
<p>Risk of contamination spreading as symptomatic child continues to mix with staff / children</p>		<ol style="list-style-type: none"> 1) Has a clear message been communicated to all stakeholders that any child with a raised temperature or cough will be sent home? 2) Have good hygiene systems been put in place to ensure basic sneeze/cough/hand hygiene is consistently adopted? 3) Are supplies of soap/sanitiser and drying towels in place? Are they sustainable? 4) Has a well-ventilated area been allocated to 'hold' children with symptoms in isolation until they can be collected? 5) What arrangements are in place for supervision while a child is in the isolation space? 6) What provision is in place for monitoring and adjusting arrangements? 	<p>See revised First Aid Policy, specifically: covid-19 – managing suspected covid-19 cases</p> <p>As normal school practice, if a child appears unwell, including with a raised temperature or a cough, they will be sent home and advised to follow the guidance outlined in COVID 19 – guidance for households with possible coronavirus infection document and self-isolate for 14 days. This message will be communicated to all staff, parents and governors. We will continue to liaise with parents on their child's condition and eventual return to school. Any child showing symptoms will be moved, if possible, to a room where they can be isolated behind a closed door (initially one of the unused classroom). A window will be opened for ventilation. If it is not possible to isolate them, they will be moved to an area which is at least 2 metres away from other people. If they need to go to the toilet while waiting to be collected, they should use a separate toilet if possible. The toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p>	
<p>Risk of cross contamination with other children/adults from surfaces, handles etc within classroom space.</p>		<ol style="list-style-type: none"> 1) Have sufficient cleaning materials been put in place within classrooms to enable regular cleaning of surfaces, handles etc during the day? 2) Have good hygiene systems been put in place 	<p>Cleaning materials will be available in all classrooms. Lidded bins, PPE, hand sanitiser will all be provided. Hand sanitiser stations on corridors will also be clearly labelled and encouraged to use. Emergency cleaning measures</p>	

1. Hazards identified	2. Persons at risk	3. Control measures PHASE 1 PHASE 2 PHASE 3	Communication – with who? when? how?	4. Further action required (if any) / Comments
		<p>to ensure basic sneeze/cough/hand hygiene is consistently adopted?</p> <p>3) Has an emergency cleaning protocol been put in place to ensure all areas where a suspected case have been are thoroughly cleaned?</p> <p>4) What provision is in place for monitoring and adjusting arrangements?</p>	will be in place to ensure any isolation areas, use of toilets by a suspected case is thoroughly disinfected and cleaned.	
Risk of spread within groupings if case is confirmed / symptomatically probable		<p>1) Is protocol in place to communicate with Trust regarding informing parents if a case is confirmed/symptomatically consistent with infection?</p> <p>2) Is a deep cleaning regime in place, if and when needed?</p> <p>3) What provision is in place for monitoring and adjusting arrangements?</p>	The Trust will be contacted if a suspected case or a positive test is confirmed within the academy – this applies to children and adults alike. The name of child and known siblings will be passed centrally and this information then passed to appropriate family members and other parties quickly so risk is minimised. Other children’s families within the group will be notified of any child who has been sent home with suspected symptoms or has had a positive or negative test confirmed.	
Suspected / Confirmed Cases (Adults)				
Risk of contamination spreading as symptomatic adult continues to mix with staff / children		<p>1) Has protocol of any staff member who displays symptoms being sent home/not coming to work and seeking a test been implemented?</p> <p>2) Has this been communicated to staff?</p> <p>3) Have leaders been instructed to send any adult suspected of being symptomatic out of school?</p> <p>4) Has a space been allocated so any unwell adult, who is unable to drive can wait in isolation?</p> <p>5) What provision is in place for monitoring and adjusting arrangements?</p>	If an adult in school appears unwell and shows potential coronavirus symptoms, including a raised temperature or a cough, leaders know that they are to send them home and advised to follow the guidance outlined in COVID 19 – guidance for households with possible coronavirus infection document and self-isolate for 14 days. This message will be communicated to all staff, parents and governors. We will continue to liaise with the member of staff on their condition and eventual return to school. Any member of staff showing symptoms who cannot leave the premises straight away, will be moved, if possible, to a room where they can be isolated behind a closed door. A window will be opened for ventilation. If it is not possible to isolate them, they will be moved to an area which is at least 2 metres away from other people. If they need to go to the toilet while waiting to be collected, they should use a separate toilet if possible. The toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else.	

1. Hazards identified	2. Persons at risk	3. Control measures PHASE 1 PHASE 2 PHASE 3	Communication – with who? when? how?	4. Further action required (if any) / Comments
Health and Wellbeing (Adults)				
Risk to staff mental health and well-being		<ol style="list-style-type: none"> 1. What is in place to reassure staff they are working in as safe an environment as possible? 2. Have staff been asked what they need to feel safe? 3. What is in place to ensure that staff have opportunities for self-referral to mental health support? 4. What is in place to provide opportunities for confidential conversations/counselling sessions? 	<p>Communication with staff is prioritised to ensure clarity of procedures and reassurance around safety measures being put in place.</p> <p>Clear signage, obvious and plentiful hand sanitiser and cleaning products, social distancing measures and clearly outlined procedures for movement around school as outlined in this risk assessment will aid reassurance of returning to work.</p> <p>Staff suffering with mental health issues are advised to contact their GP initially, but there are counselling services available, including bereavement counselling through the MAST service. Staff should contact a senior leader in school if they require this service</p>	Communicate with staff outlining all safety measures in place and support available through MAST.
Risk to staff with pre-existing medical conditions or living with those with pre-existing medical conditions	Shielding staff	<ol style="list-style-type: none"> 1. How are these staff are kept up to date with developments in school, so they don't feel isolated? 2. What are staff expectations – have these changed? Working from home / working at school? 	<p>Regular communication will take place with shielding staff through their line manager, as well as whole staff communication from the Trust and Senior Leaders.</p> <p>A staff audit has been undertaken to gauge the number of staff who are shielding, have pre-existing medical conditions or are living with someone who is shielding/highly vulnerable. These staff will not be expected to come into the academy to teach, but will be expected to deliver live online teaching in line with academy plans.</p>	
	Staff living with someone who is shielding	<ol style="list-style-type: none"> 1. If they can't be separated from the person isolating what are expectations? 		

1. Hazards identified	2. Persons at risk	3. Control measures PHASE 1 PHASE 2 PHASE 3	Communication – with who? when? how?	4. Further action required (if any) / Comments
	Staff who have to self isolate/ If a member of staff develops symptoms	<ol style="list-style-type: none"> 1. What will be done to ensure safety of that member of staff and other staff who may have been in contact? 2. What are arrangements if a child shows symptoms (or sibilings)? e.g. send home to isolate. 3. What will actions be to inform parents/carers? 4. What changes will be made to the arrangements in school? 		