



The Forest School Risk Assessment

Please read this risk assessment combined with the following two documents:

- ***Covid 19 Home School Agreement***
- ***Remote Education Provision***
- ***LFT risk assessment***

Overview

As we move into the recovery phase of the Covid 19 pandemic, it is essential that we plan effectively for the phased return of students and staff teams for 8 March 2021. This is reviewed frequently taking into account all updates locally and nationally.

In order to achieve a smooth transition from the current virtual/face to face arrangements to a hybrid and eventual 'new normal', there are a number of aspects that have to be considered and planned for across all aspects of school life.

We need to ensure that:

- Our students and staff remain safe and are looked after during a phased return
- Our parents feel that they continue to be supported in keeping their families safe, their children educated, happy, purposeful and occupied during any phased return
- The wellbeing of our staff remains strong, that they feel they will continue to be supported and have a positive attitude to returning to work in our schools
- We continue to build on the knowledge and expertise of our entire workforce
- Our governing bodies continue to be fully utilised as supporters, challengers and advocates during any transition arrangements and beyond
- We have a thoroughly planned offer in place for the 2020/21 academic year, which takes into account the missed time in school and guidance on relevant authorities of the impact of this.
- We continue to comply with all relevant legislation and central government (and other agencies) advice and make the best of our resources.

Resources used to create the risk assessment from latest DFE guidance alongside other below are:

- <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing>
- <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>
- <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools>

Latest guidance released in May on the DFE website:

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985138/10_May_Schools_Guidance.pdf

	Action to be taken	Resources/Support needed	Key personnel	Risk High/Medium/Low
Safeguarding	<ul style="list-style-type: none"> • All staff to complete updated training (JH /SMA) • Update all safeguarding arrangements (JH) • SMA update staff via email. (SMA) • Consider increase in numbers of school refuser and provide appropriate support (ET/HOY) • DSL will be available daily. (DSL team) • Continue to review CP policy to reflect the return of more students • To communicate with school nurses / ARC / MHST to ensure those if any students have had virtual support continue to do so whilst in school (CD) 	DSL	Jon Hannam	Medium
Attendance	<ul style="list-style-type: none"> • Ensure attendance of vulnerable pupils (EHCP; PA; CP; social worker) at available sessions prioritised • Continue to make contact with families whose absence levels were high before lockdown and support return to regular attendance. (ET) • Maintain usual processes for following up absence/making reasonable enquiries if you believe a child is CME rather than non attender (ET/CD) • Continue to refer cases of concern to CME Team.(ET/CD) • Confirm with any commissioned services expectations on provision during this period (JH) • To continue to issue sanctions, including Fixed Penalty Notices in line with DFE policy with secured EWO hours. 	Follow usual Attendance monitoring and codes EWO guidance	Emma Turner HOY Jon Hannam SENCO	High

	<ul style="list-style-type: none"> • Where a student is unable to attend school because they are complying with clinical and/or public health advice, need to offer remote learning from day 1 (AL) • If students become dual rolled e.g managed move and attending other provision must be clear about the Risk Assessment in place (JH) • Week commencing 8 March, pupils will be offered asymptomatic testing at home. Testing is voluntary, but strongly encouraged. (SJ/SMA) • Students who live with someone who is clinically extremely vulnerable should still attend school or college. • Where a parent wishes to take their child out of school for whatever reason, the onus is on them to apply for a leave of absence and demonstrate why they believe the circumstances are exceptional. Schools make decisions on granting leave of absence, but will not do so for a holiday. 			
Comms to parents and incoming parents	<ul style="list-style-type: none"> • Suite of letters to explain dates and phases of opening in your academy at Forest (LR/SMA) • Website updates/countdown (LR) • Social media (LR) • SMHW/Google classroom etc- clear messages (AL) • New TT with re-roomng will be issued on the first day of return for all students. • New social distancing expectations as published by the government. (SLT) • Publish a FAQ page for parents on website (KB/LR) • Staggered day arrangements (SJ/GH) • No Face to face appointments with Head or teachers (ALL) • Continue with using email address to deal with queries from new parents/entrants (KB/LR/JE) • Continue regular comms to parents about expectations of returning to school (SMA/CD) • Communication with parents – equipment but we don't want students sharing (borrow a pen, goes in the mouth then handed back, shared again possibly or used) with shops or parents pay via Scope Pay and will be given to child.(CD) 	SLT Lindsey Redgate Charlotte Dear	SLT Lindsey Redgate	Low

	<ul style="list-style-type: none"> ● Parents to inform the school immediately results of a Covid-19 test positive or negative (CD) ● Communication to parents of procedures for keeping student at home if symptoms of Covid19 are displayed in line with Government guidelines: (CD) <ul style="list-style-type: none"> ○ If someone begins to self-isolate because they have symptoms similar to coronavirus (COVID-19) and they get a test which delivers a negative result, they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating. ○ If someone tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days. ● The school will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice. ● When a positive case protocols will be followed using advice form PHE then all relevant services commissioned by the school (such as School canteen; Cafe; Transport Services, leasing) will be informed 			
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	<ul style="list-style-type: none"> • Individuals with a positive LFD test result will need to self-isolate in line with the guidance for households with possible coronavirus infection. Those with a negative LFD test result can continue to attend school unless they have individually been advised otherwise by NHS Test and Trace or Public Health professionals (for example as a close contact). They should continue to apply the measures in the system of controls to themselves and the wider school setting. • Continuation of topping up food accounts online – decrease in use of money (notes and coins) (Tutors) • School will continue to give clear messages to pupils about minimising the use of public transport and how to reduce the risks of transmission outside of school. • Parents will be informed to place reusable face coverings in a plastic bag they can take home with them (CD) • Pupils must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. 			
Cleaning/estates/site	<ul style="list-style-type: none"> • Continue to clean premises (site) • Continue Legionella checks (site) • Continue Fire alarm check (site) • Continue to check gas/boilers/heating systems etc (site) • Adjust evacuation procedures to reflect social distancing rules (BS) • Consider additional nearest exit areas (BS) • Consider additional fire marshal training (BS) • Plan additional fire drills to take place to ensure all pupils and all staff are updated on new arrangements. (JH/BS) • Check council/provider refuse collection timetables (BS) • Arrange new daily cleaning schedule in line with government guidance (site) • Identify equipment that will require increased levels of daily cleaning (site) 	Reinstate weekly meetings with site managers to ensure clear programme of works for re opening	Shirley Austin Barbara Senior	Medium

	<ul style="list-style-type: none"> • Consider increase levels of cleaning staff both during the school day and end of day (site) • 2 metre distance between teacher's desk and closest student desk • Catch it, bin it, kill it' – tissues to be available and bins wherever possible indoors (Site) • More regular cleaning needed, especially of toilets, canteen surfaces and other frequently used areas (Site / Cleaning contractors / staff) 			
Social distancing preparation	<ul style="list-style-type: none"> • Close car parks other than to staff and 6th Form(PK) • No parents on site (KB) • Schools should 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 on site (KB) • QR code displayed in line with government guidance • Catch it, bin it, kill it' – tissues to be available and bins wherever possible indoors (Site) • Organise office space; staff room and wherever possible work in classrooms. No hot desking. (All) • Staffroom to be set up with 2 metre social distancing and one way system (Site) • Organise canteen/hall/dining room in addition encourage packed lunches. (site) • Students to be allocated bike sheds by bubble year 7 RHS front, Year 8 LHS front, Year 9 RHS by Muga, year 10 LHS by Muga, Year 11 behind geography temporary bike shed, 6th form behind 6th form temporary bike shed. • Corridor supervision (all) • Toilet arrangements and supervision (rota staff) • Medical room facilities (CD) • Place clear signposting for adults and children on social distancing in corridors/halls/office spaces (site) • For Pupils with EHCPs who are transported to schools, liaise with LA transport teams on ensuring adequate social distancing to and from the school (AJ) 	LA Transport teams SENDCo Site managers	Barbara Senior	High

	<ul style="list-style-type: none"> ● Bikes – students designated which sheds to use, avoid overcrowding – staffing – so many in and so many out by completing a student survey via tutors. Allocate students to bike slots. (Tutors/site) ● Staff to arrive to classroom before student with allocated seats in KS3 (all) ● Daily cleaning of bike shed metal railings (Site) ● Face coverings will no longer be recommended for students in classrooms or communal areas in all schools. Face coverings will also no longer be recommended for staff in classrooms. In all schools we continue to recommend that face coverings should be worn by staff and visitors in situations outside of classrooms where social distancing is not possible ● Where extra-curricular activities are taking place in school, staff and students will be exempt from the legal requirement to wear a face covering if they are in a private room or the premises has been exclusively hired for the sole use of its pupils and staff. ● The reintroduction of face coverings for students or staff may be advised for a temporary period in response to particular localised outbreaks, including variants of concern. ● Where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, the school will take steps to have a small contingency supply available to meet such needs. No one will be excluded from education on the grounds that they are not wearing a face covering at £1 per mask. ● Students and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Gloves can be worn if required by staff. ● Train times / bus times - arrive at different times already so plan for arrivals unchanged except they go straight to their Bubble areas. ● Students on school buses/trains to wear masks which are taken off before entry to school and should sanitise before getting on the bus and once off it. We have requested that they sit in year groups on the bus. This does not apply to those who are exempt. 			
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	<ul style="list-style-type: none"> ● Students updated about changes to behaviour policy in light of Covid-19 through tutor time and letter to parents (NT) ● Doors to be left open to corridors / windows open to allow free movement of air through the classroom where possible. Fire doors not to be left open. (All) ● 2 metre rule, how to determine seating plans ● Seating plans uploaded (ALL) ● Students' bags and coats should be left in base rooms. Sixth form will leave theirs in 6.1 ● Canteen provision (site): <ul style="list-style-type: none"> ○ 2 metre markings on floor ○ No standing in the canteen except for queuing / sit down to eat main meal ○ Depending on number of counters open – queue around the canteen following floor markings. ○ Windows open / door possibly to allow for free flow of air ○ No touching of food and then putting back ○ Packed lunches to be encouraged not to enter canteen and eat on outside plastic benches (All staff on duty) ● Practical lessons can go ahead under bubble arrangements as per new timetable as equipment will be thoroughly cleaned between use by different year group bubbles or quarantine for 48 hrs (72 hrs for plastics). (ALL) ● Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere (All staff) ● All staff are confident to deliver the minimum spec for remote teaching and learning in the their subject through training plans over Term 1 and 2 (AL) 			
PPE/ medical/resources	<ul style="list-style-type: none"> ● Following guidance, PPE will not be provided for any stakeholder. All stakeholders may wear PPE if they wish to and in such cases may provide their own. ● PPE will be provided for those assisting students with Covid-19 symptoms and students displaying Covid 19 symptoms. (CD) ● Engage with NHS Test and Trace process if Covid 19 infection is confirmed. (All) 	Data to be checked	Charlotte Dear HOY	High

	<ul style="list-style-type: none"> • Manage confirmed cases of Covid-19 amongst school community (SLT) • Contain any outbreak by following local health protection team advice (SMA) • Resources to zone the school (site) • Hand sanitizer in every classroom and soap in toilets (site) • Thermometers - via school communication to encourage parents to take temperatures. • Prior to being admitted back to school, all children's medical records must be updated by the parents and family medical conditions included (CD) • Use of ICE "in case of emergency" mobile numbers for parents and carers to be checked and updated. (CD) • ICE database to be readily accessible to all staff (CD) • Additional Medical space to be available to isolate children who may display symptoms of COV 19 whilst in school (site) • Encourage all stakeholders to clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing (signs visible) (LR) • All stakeholders use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') (All staff/students) • Both students and staff will be supplied with LFD test kits to self swab and test themselves twice a week at home. Staff and students must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. Staff and students should also share their result, whether void, positive or negative, with their school to help with contact tracing • Staff or students with a positive LFD test result will need to self-isolate in line with the stay-at-home guidance. They will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result if the test was done at home. Those with a negative LFD test result can continue to attend school and use protective measures. 			
School resources/ordering	<ul style="list-style-type: none"> • Procure and order any additional educational resources needed for phased return (Request via Line Managers) 	Suppliers	Rachel	Medium

	<ul style="list-style-type: none"> Limit the amount of shared resources that are taken home and limit exchange of take-home resources between students and staff - continue to mark online 			
Recruitment	<ul style="list-style-type: none"> Virtual interview arrangements in place over the Summer Term wherever possible (PK) When recruiting ascertain flexibility and resilience in adapting to ongoing changes/staggered hours and/or work (PK) During Summer safeguarding checks can be carried out remotely. (PK) Staff induction can be undertaken virtually during summer (PK) 		Paula Kingston	Low
Staffing	<ul style="list-style-type: none"> All staff medical records to be updated including any shielding/isolation needs (PK) When available, coordinate CV19 testing for staff (PK) Staff to inform the school immediately results of a Covid-19 test, positive or negative (CD) Risk Assessments in place for pregnancy (PK) Clinically vulnerable staff can return to school. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission. (PK) People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.(PK) Staff who are pregnant - Pregnant women are in the 'clinically vulnerable' category, and are generally advised to follow the above advice, which applies to all staff in schools.(PK) Staff who may otherwise be at increased risk from coronavirus (COVID-19)- Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report, can return to school in September.(PK) Pregnant women in clinically vulnerable category now so update any Risk Assessment (PK) BAME staff to complete and update risk assessments (PK) Those living with someone in the vulnerable category should be back at school from September. (PK) 	Form to distribute to staff	Paula Kingston	Low

	<ul style="list-style-type: none"> Staff have been notified about travel abroad who will need to quarantine on return to the UK. Policy has been explained and if they have booked after 20 March they will not be paid. They will not be paid for the 14 day quarantine. Spreadsheet complete. (CG) 			
Catering	<ul style="list-style-type: none"> Comms to catering providers are expected as would need hot food for both lunches. (Site) Catering staff to wipe between each bubble of students (Catering team) 	Canteen Manager	Barbara Senior Rachael Cummings	Medium
Curriculum offer - physical/virtual	<ul style="list-style-type: none"> Review curriculum offer (SJ) Refresh the timetable to consider: <ul style="list-style-type: none"> which lessons or activities will be delivered School will continue to engage peripatetic teachers during this period, including staff from music education hubs use the timetable and selection of classroom or other learning environment to reduce movement around the school or building assembly groups Break times ensure they remain in bubbles and stay in their zone, incorporating variable break times Consider how best to supplement remote education with those that can't attend (SJ) For children with EHCP, physical and virtual curriculum to be individualised to meet the needs of each pupil and include targeted catch-up interventions to close learning and progress gaps towards meeting outcomes in EHCPs (EKH) Timetables and provision (SJ) PE will be go ahead adapted to individual sports and sports equipment will be cleaned between each use after different bubbles (PE) PE will offer contact sports in line with Sports England guidance (PE) In line with DFE rotas will not be used. Continue to check online access for all students (AL) Can resume educational day trips in the UK. They must follow the latest public health guidance, including relevant local restrictions. 	<p>SENCOs Curriculum team will provide support for virtual lessons and timetables for September</p> <p>Support will also be provided for summer school provision and resources</p>	Nicky Collins Adam Lawson Staurt Jackman	Medium

	<ul style="list-style-type: none"> • Currently no overnight trips in the UK and overseas for educational visits. • Before and after school activities for students can continue in line with school risk assessment • Transitional, taster and open days can run but must ensure they are in line with our system of controls and align with the advice contained within this guidance 			
Assessment and benchmarking	<ul style="list-style-type: none"> • Make sure all teachers are totally familiar with the curriculum of the previous year group so that gaps can be filled, baselines established and new content planned effectively.(AL) 		Adam Lawson	Low
The school day/week	<ul style="list-style-type: none"> • Considered staggering start and end of school day but not necessary due to small numbers. • Liaise with SEND Transport teams for pupils with EHCPs who are transported to schools before establishing start and end of school day. (KB) • Year group assemblies to commence (JH) • Staggered morning and lunch breaks (SJ/NT) • One way system in corridors is not required due to rooming (site): • Signage in corridors (Site) • One way system to enter and leave the school site depending on lessons regulated, supported and escorted by teaching staff (All staff) • Turn off external water tap – own bottle, fill at home in first instance, do not share bottle with others (All) • Water fountain outside closed • We will encourage students to make their own way to and from school and have minimised the use of public transport to travel to and from school as far as possible. • Extra-curricular clubs will continue at discretion of staff, on year group basis to support integrity of bubbles and with staff social distancing 	SEND LA transport teams Parents	SLT	High
Governance/PCAB	<ul style="list-style-type: none"> • Continue with Virtual Governance Board meetings (JB) • Plan/schedule Governing Board meetings for the 2020/2021 academic year virtually following current regulations.(Anna) 		Chair of governors Anna	Low

<p>Mental health and wellbeing</p>	<ul style="list-style-type: none"> • Develop a curriculum/sequence of lessons to address children's experiences during lockdown (JH) • Timetable range of activities to support wellbeing - think social, emotional, physical and mental wellbeing (JH) • CPD plan in place for wellbeing of teachers continued from Summer Term. (MT/CG) • Negotiate PPA/leadership time on a one to one basis (SJ/GH) • Signpost support services (CD) • Use mental health strategies and publicise to staff (CD) • Consider staffing training in trauma (AL) • Provide advice, support and CPD on dealing with bereavement and loss (AL) • ARC - Procedure for appointments – Internal / External or continue over phone by referring parents (HOY) 	<p>ARC</p>	<p>Paula Kingston HOY Middle Leaders</p>	<p>Low</p>
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Covid 19 Working Environment Guidance

All risk assessment, plans and signage are focused on limiting movement around the school, following safety guidance and ensuring staff and students are as distanced as possible and at a minimum are socially distanced in line with guidance. Toilet visits only during breaks, classroom layout mapped and measured out, group sizes within guidance of 2m distancing, staggered start and end times between year groups , breaks time in the set area. Safety procedures for entrance to/from school communicated with home and signed out. Staff involved on site fully briefed.

<p>Area of school</p>	<p>Guidance to aid Risk Assessment</p>
<p>Classrooms</p>	<ul style="list-style-type: none"> • Staff member to take register • Verbal and visual reminders using posters and painted lines about social distancing when moving around the site. • Windows and doors kept open at all times during the school day. • Teacher must be in the room before the students arrive. • Hand sanitizer provided for students prior to entry. • Catch it, bin it, kill it’ – tissues to be available and bins for waste to be placed into • No lending of equipment e.g pens pencils • Students need to have own water as water tap will be closed • Students need to wipe down tables at end of lesson if other students will be using them • Fire evacuation plan – leave room (in reverse) and move to bottom playground

Performing Arts	<p>Playing outdoors</p> <ul style="list-style-type: none"> • Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space. <p>Playing indoors</p> <ul style="list-style-type: none"> • If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. <p>Singing, wind and brass playing</p> <ul style="list-style-type: none"> • Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation as described below can be maintained. <p>Social distancing</p> <ul style="list-style-type: none"> • In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate. <p>Seating positions</p> <ul style="list-style-type: none"> • Students should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player. <p>Microphones</p> <ul style="list-style-type: none"> • Use microphones where possible or encourage singing quietly. <p>Handwashing</p> <ul style="list-style-type: none"> • Requiring increased handwashing before and after handling equipment, especially if being used by more than one person. <p>Avoiding sharing instruments</p> <ul style="list-style-type: none"> • Avoid and equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets. • If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users. • Instruments should be cleaned by the pupils playing them, where possible. <p>Handling scores, parts and scripts</p>
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	<ul style="list-style-type: none"> ● Limit handling of music scores, parts and scripts to the individual using them. <p>Pick up and drop off points</p> <ul style="list-style-type: none"> ● Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand.
Library	<ul style="list-style-type: none"> ● Room adequately ventilated ● Move furniture to observe social distancing and front facing ● PC keyboards and monitor switches to be cleaned with provided wipes every day and between student/class use ● Excess furniture to be temporarily removed to reduce seating capacity ● Remove soft seating as difficult to clean ● Thorough cleaning every day of all surfaces, including door handles, seating and tables ● Student and staff to use hand sanitizer before and after visiting library ● Floor to be kept as clear as possible to eliminate possibility of falls/accidental contact ● Staff must maintain a 2m distance at all times and from each other ● Continue to keep fire extinguishers clear with the movement of furniture ● Fire exits to be kept clear and clearly signposted, taking into account any Covid restrictions
Swimming Pool	<ul style="list-style-type: none"> ● Social distancing must be observed throughout the whole process, from entry to the swimming pool facility, changing rooms, during the lessons, post swim changing and exiting the facility ● All students must be 2 metres apart, ● Inform parents / guardians and swimmers that if they or a member of their household have a cold, fever, anosmia or any symptoms they should not be on site. ● Limit the number of swimmers within the changing rooms for PE lessons and all other swimmers to arrive beach ready. ● Clean the changing rooms / cubicles after every lesson ● Students have own hand sanitiser to use on entry and exit of the changing rooms. Handwashing facilities available in the changing room. ● Advise swimmers / parents / guardians / swim school staff to not shake any towels or clothing items as this could put the virus in the air systems or symptoms of COVID-19 they are not to enter the swimming facility. ● Equipment used within swimming lessons must be cleaned regularly, after each lesson, with disinfection and ensure they are dried thoroughly ● Social distancing must be maintained by swimmers in the water and the swimming teacher. ● No sharing of equipment between swimmers - discontinue the loan of goggles and encourage everyone to bring their own equipment ● Modify lesson plans to reduce / inhibit face to face teaching within 2m

	<ul style="list-style-type: none"> • Spaced proximity classes include swimmers who can complete skills and drills without requiring assistance from the swimming teacher in the water and the class area is sufficient that appropriate social distancing from other swimmers is maintained • Moderate proximity classes include swimmers who can be unassisted from a water confidence point of view, but the swimming teacher needs to manually manipulate the swimmer in the water to help them attain / improve their skill • Close proximity classes such as non-swimmer or beginner lessons, requiring the swimming teacher to manually assist the swimmer move in and out of the prone position as well as manually assisting them through the water • Ensure face shields, pocket masks and gloves are provided in case CPR needs to be given • Ensure rescue equipment is cleaned regularly
Gym	<ul style="list-style-type: none"> • Staff member to take register • Doors kept open at all times during the school day. • Teacher must be in the room before the students arrive. • Hand sanitizer provided for students prior to entry. • Catch it, bin it, kill it' – tissues to be available and bins for waste to be placed into • Students need to have own water as water tap will be closed • PE will be go ahead adapted to individual sports and sports equipment will be cleaned between each use after different bubbles (PE) • PE will offer contact sports in line with Sports England guidance (PE)
Sports Hall	<ul style="list-style-type: none"> • Staff member to take register • Doors kept open at all times during the school day. • Teacher must be in the room before the students arrive. • Hand sanitizer provided for students prior to entry. • Catch it, bin it, kill it' – tissues to be available and bins for waste to be placed into • Students need to have own water as water tap will be closed • PE will be go ahead adapted to individual sports and sports equipment will be cleaned between each use after different bubbles (PE) • PE will offer contact sports in line with Sports England guidance (PE)
Canteen/ Main Hall	<ul style="list-style-type: none"> • 2 metre markings on floor • No standing in the canteen / sit down to eat main meal • Depending on number of counters open – queue around the canteen following floor markings. • Windows open / door possibly to allow for free flow of air • No touching of food and then putting back • Continuation of topping up food accounts online only

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| | <ul style="list-style-type: none"> • Manuel identification of students no finger scanning • To clean surfaces between any bubbles |
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RISK ASSESSMENT FOR SCIENCE LAB

	Action to be taken	Resources/support to be needed	Key personal	Risk –High/Medium or Low
Pupils turning on gas taps	Mains gas valve is turned off, except during practical work involving use of gas. All non-science teaching staff to be aware of where the mains gas valve is and position of gas taps.	Discuss with Head of Science or with Science teacher mainly based in the lab to be taught. Technician support available during lesson time. Based in Science prep room.	Head of Science – Mr Miccoli Science technicians – Mr Worsley (Physics), Mrs Moss (Biology), Mrs Phillips (Chemistry). Science teaching and non-science teaching staff.	Medium
Pupils tampering with electrical sockets	All sockets to be switched off. Know where the emergency button is to switch off electricity.	Discuss with Head of Science or with Science teacher mainly based in the lab to be taught. Technician support available during lesson time. Based in Science prep room.	Head of Science – Mr Miccoli Science technicians – Mr Worsley (Physics), Mrs Moss (Biology), Mrs Phillips (Chemistry).	Medium

			Science teaching and non-science teaching staff.	
Fire occurs due to flammable substance ignited as gas tap is switched on.	Know where fire extinguisher (know type of fire it can be used for), fire blanket or bucket is situated in the lab. Know where the position of the fire exit and that it is unblocked (all school bags under the desks). Know position of the fire alarm.	Discuss with Head of Science or with Science teacher mainly based in the lab to be taught. Technician support available during lesson time. Based in Science prep room. Knowledge of how to use equipment for preventing a fire.	All staff	Low
Unauthorised handling science apparatus or substance.	Be aware of any science apparatus that is left in room for an ongoing experiment. Do not touch or ingest any apparatus or substance in the room.	Non-specialist teacher informed of placement of apparatus either verbally or by email by the science teacher of that room. Pupils are informed of experiment and told to not touch. If pupils have touched or spilt hazardous substance – hand must be washed and Science staff informed so that it is cleaned up.	All staff	Low
Pupils bitten by animals in the lab such as gerbils.	Animals placed in the classroom which does not provide easy access for pupils. Do not touch sign on the cage. Use a classroom only occupied by 6 th form.	Most animals and gerbil club in B4. Head of Biology will ensure placement of animals and only allow access of pupils if he is present.	Head of Biology – Mr Miccoli. Biology technician – Mrs Moss.	Low
Eating food in the lab	Do not allow pupils to eat any food in the lab. Clean all desks after a lesson that involves practical work, especially with hazardous substances.	All pupils told not to eat in the lab. Do not eat signs in the room. Any pupils showing symptoms of indigestion because of eating in the lab immediately send pupil to First aid.	All staff	Medium

Hazardous substance gets into eye.	If necessary immediately wash eye with emergency eye wash kit. Immediately ask for First aid support. All desks cleaned at the end of any experiment involving hazardous substances.	Emergency eye wash available – see technician.	All staff	low
Escape of toxic gas into the room	Immediately evacuate the class and inform science staff. Open windows if possible. Inform science staff.	Science staff	All staff	Low

Please see additional Risk Assessment posters for PE and Drama in the Covid 19 folder