

School Covid 19 Risk Assessment – September 2021



Name of School	Fynamore Primary
Name of Headteacher	Sarah Weber
Assessment completed by	Sarah Weber
Assessment date	30.8.21 Updated on 15.10.21

This risk assessment template sets out the measures that may be used to maintain a safe environment for all occupants and visitors to the school/setting and to reduce the transmission risk of covid-19 coronavirus as far as is reasonably practicable. Particular attention must be given to those at greatest risk including vulnerable groups, pregnant women, and those with underlying health conditions; and to new staff, visitors and pupils who may be unfamiliar with the site.

Use the template to prepare a bespoke risk assessment for your school/setting. It must be kept under review and updated accordingly.

Useful links:

Government guidance for full opening of schools can be found [here](#)

Government guidance for after school clubs and other out of school settings can be found [here](#)

Right Choice Coronavirus Resources are available [here](#).

Science teaching Coronavirus advice is available from CLEAPSS [here](#)

Design Technology Coronavirus advice is available from CLEAPSS [here](#)

Physical Education Coronavirus advice is available from AfPE [here](#)

This, and other separate risk assessments required for specialist situations as set out in the template below, do not need to be submitted to the local authority but should be available for scrutiny from the local authority or HSE enforcement officers.

RISK FACTORS	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES	Temporary ADDITIONAL changes to application of measures following PH letter 13.10.21
Symptomatic or other high-risk personnel attending school site			
	<p>Staff, pupils, contractors and visitors must not attend the school site if they have any of the Covid-19 symptoms as below or are required to be in self-isolation or travel quarantine.</p> <ul style="list-style-type: none"> • a high temperature • a new, continuous cough • a loss of, or change to, your sense of smell or taste <p>All eligible adults and pupils are strongly encouraged to take up the double vaccine available unless advised otherwise by their medical practitioners.</p> <p>Any person who develops COVID-19 symptoms during the school day should be sent home as soon as possible and should arrange to have a PCR test.</p> <p>An individual risk assessment will be completed for all staff that have characteristics that increase their potential risk from coronavirus (COVID-19).</p> <p>Remote/distance learning contingency arrangements for all pupils should be</p>	<ul style="list-style-type: none"> • Staff reminded not to attend school site if they have any symptoms at beginning of school in email accompanying the RA and Outbreak Management Plan • Parents reminded in Parent Mail at the beginning of term • Signage to remind visitors • Support to cover staff who are making appointments to get vaccinations • Individual Risk Assessments completed by week ending 3 September • Seesaw set up already with new classes/staff as a contingency arrangement for remote learning and as an additional communication tool • Twice a week LFD testing restarts for staff during the week of 30.8.21. 	<ul style="list-style-type: none"> • Individual Risk Assessments completed • Public Health Outbreak Advice letter sent to parents/carers when threshold reached in a class • Daily LFD testing for staff

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	<p>maintained in line with any local Covid-19 outbreak.</p> <p>Testing regimes are operating for staff and pupils in line with national guidance.</p>		
1. Maintaining distancing and reducing contact – entrance and exit routes			
Numbers arriving simultaneously on school transport impede the means to distance or reduce contact, and impede effectiveness of staggered start/finish times of school day	N/A		
Numbers of parents and children at entrances and exits impede social distancing.	<ul style="list-style-type: none"> • Instructions for parents/carers on distancing rules on site. • Staggered start/finish times for different groups. • Only one parent/carer to accompany child. • Staff on duty to supervise. • Signage. 	<ul style="list-style-type: none"> • ‘Soft’ start to the school day – 8.40 to 8.55 to reduce congestion. Staggered pick up times, EY 3pm, KS1 3.05pm and KS2 3.10pm • Request in Parent Mail for only one parent/carer to accompany child and encourage dropping off at the school gate rather than coming on the site • SLT on gates whenever possible. Both gates in use to reduce congestion 	<ul style="list-style-type: none"> •

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Changes to school routine cause vehicular and pedestrian traffic management issues.	<ul style="list-style-type: none"> • Encourage parents to walk/cycle to school with children. • Stagger drop off / pick up times. • Minimise vehicles on site • Review traffic management risk assessment where changes to start/end of day apply. • Staff on duty to supervise. 	<ul style="list-style-type: none"> • Staggered start and end of day • Vehicle gates shut during drop off and pick up times • Reminders to park a distance away from school and walk 	
2. Maintaining distancing and reducing contact – internal areas and play areas			
Pupil numbers and room sizes impede the means to reduce contact	<ul style="list-style-type: none"> • Where practical, arrangements will aim to reduce contact and maximise distancing between pupils and staff; and between staff themselves. • Pupils can reduce contact by being grouped together. For primary schools this is likely to be in class sized groups. For secondary schools this may be in upto year sized groups. • Desks to be spaced out as far as possible but do not impede fire escape routes and exits. • Children to remain at their desks when in the room. 	<ul style="list-style-type: none"> • Staff timetabled to work in year group teams • Staggered breaks and lunchtimes (though some overlap) • The majority of the day spent in class sized groups • Whole school assemblies on Zoom. Smaller group assemblies (KS1, LKS2 and UKS2) to be started in Term 1 unless there are positive cases • Tables grouped to minimise close face to face contact (with the 	<ul style="list-style-type: none"> • Staggered playtimes and lunchtime with no overlap/mixing of year groups • No assemblies which include more than one year group. Any assembly for a mixed group held on Zoom

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	<ul style="list-style-type: none"> • Distancing and reducing contact to be explained to children with regular reminders. • Signage/Posters in each classroom. • Consider the use of school grounds / local environment to extend the range of teaching spaces available • The wearing of any PPE is not considered a necessary control measure except where set out specifically in this risk assessment for first aid or medical attention needs. 	<p>exception of Reception and Y1 children)</p> <ul style="list-style-type: none"> • Reminders re distance and reducing contact to be part of 'back to school' rules • Children coming to school in PE kit • Ventilated teaching spaces to be balanced with comfort, ie ensure rooms are ventilated at breaktimes if the weather is very cold • First Aid administered by class/year adults • Update posters 	
<p>Number of pupils and staff moving around the school impede the means to distance and reduce contact in corridors and other communal spaces</p>	<ul style="list-style-type: none"> • Minimise movements of whole groups and individuals outside of the classroom. • Consider using the pathways around the perimeter of the building to assist with circulation (weather and site layout dependent). • Areas not in use to be closed off (not escape routes). • Signage. • School assemblies to be completed electronically • Acts of worship and other typically communal events to take place in groups (not whole school) • Face coverings to be worn by adults in Primary schools in areas where 	<ul style="list-style-type: none"> • Children use external doors to access playground/hall etc with minimal use of the corridor by children • Whole school assemblies on Zoom • Signage • Face coverings to be worn when meeting visitors indoors and the use of better ventilated spaces, eg the hall 	

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	distancing cannot be maintained indoors but outside of the classroom. <ul style="list-style-type: none"> • 		
Number of pupils and size of space impede the means to distance and reduce contact when using toilets	<ul style="list-style-type: none"> • Apply a maximum number of pupils in toilet rule to maintain distancing and reduce contact. • Where practicable avoid different groups using the same facilities at the same time. 	<ul style="list-style-type: none"> • Toilets allocated to each class/year group to minimise the number of groups using the same facilities • Staff monitor the number of children in the cloakrooms during class time and play time 	
Number of pupils and available space impede the means to distance and reduce contact at breaktime and lunchtime	<ul style="list-style-type: none"> • Staggered break and lunch times. • Allocated play areas for each group. • Consider zoning of play areas using markings / cones to reinforce distancing. • Limit use of outdoor play equipment to designated groups at fixed periods • Games which encourage distancing and reduce contact. • Staff supervision to maintain standards. • Catering contractors and other food provision has been subject to specific risk assessment. 	<ul style="list-style-type: none"> • Staggered play times and lunchtimes with allocated play space • Play equipment allocated to each year group to take out with them • Outdoor play equipment year group rota to continue • Staff supervision to maintain standards and suggest games • Catering separate risk assessment 	
Number of staff and size of staff rest spaces impede the means to distance and reduce contact	<ul style="list-style-type: none"> • Removal of furniture to create more space. • Staggered break times for staff. • Repurpose unused spaces for additional staff rooms. • Staff toilets to enforce 2m distancing. 	<ul style="list-style-type: none"> • Staff room doors to remain open • 2 cone system to continue for women's toilets to help distancing • Staggered break times for staff • Encouragement to spend breaktimes elsewhere, as last year. Eg outside or in the corridors 	<ul style="list-style-type: none"> • Staff reminded to socially distance and not congregate in a group • All staff meetings on Zoom

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Other	<ul style="list-style-type: none"> All teachers and other staff can operate across different groups but must continue to maintain distance from pupils and other staff as much as possible. 	<ul style="list-style-type: none"> Timetabling has been completed with the intention of minimising the number of different groups each adult works with All adults to be reminded to maintain distance (where possible and not, eg distressed KS1 child) and reinforce the message with children after the summer break 	
3. Hygiene and Cleaning			
Cleaning staff levels are insufficient to deliver enhanced cleaning regime.	<p>A regular cleaning schedule should be maintained. This should include daily cleaning of frequently touched surfaces (using detergent and hot water followed by a chlorine based disinfectant solution):</p> <ul style="list-style-type: none"> Toilets Door Handles/ Access Buttons Kitchen areas and associated equipment Water dispensers/ coolers Printers/ Photocopiers White Boards Play Equipment Shared resources PPE to be worn by cleaning staff as dictated by risk assessment. 	<ul style="list-style-type: none"> Cleaners working within zones <ul style="list-style-type: none"> Cleaning schedules agreed and monitored by SBM 	<ul style="list-style-type: none"> Staff reminded for the need to regularly clean frequently touched surfaces such as door handles

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Insufficient handwashing and hygiene facilities increase the risk of transmission.	<ul style="list-style-type: none"> • Children to handwash on entry to school, before and after each break and lunch, on changing classrooms, leaving school and after using toilet. • Ensure supplies of suitable soap. Skin friendly cleaning wipes can be used as an alternative • Extra signage to encourage washing hands. • Ensure help is available for children who cannot clean their hands independently. • Hand gel dispensers at strategic locations around the site to complement handwashing facilities. • Supplies of tissues and lidded bins in each teaching space and classroom. • Promotion of the 'Catch it, Bin it, Kill it' campaign to pupils and staff. 	<p>LA control measures all in place Some children bring in their own hand gel, agreed with school Remind children to dry their hands well before going outside</p>	
Exposure to new hazardous substances (products)	<ul style="list-style-type: none"> • COSHH assessment to be carried out for any new cleaning/sanitising products in use. • Additional cleaning staff to be made aware of the COSHH risk assessments. • Appropriate storage of hazardous substances. • Material data sheets to be made available for new and existing products. 		
4. Site and Buildings			

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Visitors/contractors/suppliers on site increase the risk of transmission.	<ul style="list-style-type: none"> • Site visits only by pre-arrangement. • A record of some visitors must be kept for 21 days specific guidance • Zones/markings in Reception areas. • Information/signage for visitors informing them of the infection control procedures. • Deliveries and visits outside of school opening hours where possible. • Provision of hand sanitiser at main school entrance. • Process for the acceptance of deliveries required i.e. area where deliveries can be safely left. • Adult visitors to be encouraged to wear face covering unless exempt. 	<ul style="list-style-type: none"> • Site visits pre-arranged • Only one family in Reception at one time • Signage to remind visitors • Visits outside school hours where possible • Regular visitors, eg Oakford and Up and Under have own LFD testing regime • Hand sanitiser by Reception hatch • Adult visitors to wear masks (signage) 	
Changes affect normal emergency procedures.	<p>Fire safety management plans should be reviewed and checked in line with operational changes. Schools should check:</p> <ul style="list-style-type: none"> • All fire doors are operational at all times • Fire alarm system and emergency lights have been tested and are fully operational. • Review of fire assembly points to accommodate reduced contact and distancing where practicable. • Fire drill practice to train new arrangements. • Other contingency emergency plans to be reviewed including lockdown 	Review fire safety/emergency management plans at the beginning of Term 1 and hold fire drill	

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	procedures, major disruption through loss of services, gas leak etc.		
Site security is compromised by new arrangements.	<ul style="list-style-type: none"> • Normal security standards will apply and careful consideration given to the balance for security and the need for enhanced ventilation. 	No change to the school site. The perimeter security is not impacted by any ventilation measures	
Building checks not taken place	<ul style="list-style-type: none"> • All usual building checks are to be undertaken as normal including flushing of water outlets, schedules of preventative maintenance, portable appliance testing and asbestos monitoring. 	Schedule in place for the year, including testing for Legionnaires	
Inadequate ventilation increases the risk of transmission of Covid 19	<ul style="list-style-type: none"> • Make use of existing mechanical ventilation systems preferably drawing on fresh air. • Make use of natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). • Opening internal doors can also assist with creating a throughput of air (but not fire doors in unoccupied parts) • Opening external doors may also be used provided security is not unduly compromised • Additional ventilation via open doors and windows should not occur in unoccupied parts of the site. 	<ul style="list-style-type: none"> • Windows opened. (In cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). • Opened internal doors (but closed in rarely occupied places) • External cloakroom doors can be left open 	<ul style="list-style-type: none"> •

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	<ul style="list-style-type: none"> Carbon monoxide monitors are to be provided by central government to help identify poorly ventilated areas 		
5. Equipment and furniture			
Shared play equipment increases the risk of transmission.	<ul style="list-style-type: none"> Individual items of play equipment and other shared items used for teaching are to be cleaned between each use by each group. Outdoor equipment should be cleaned more frequently than normal. Resources are rotated or left to decontaminate for 48 hours (or 72 hours if plastic) if being used by different groups. Resources that are shared between groups, such as sports, art and science equipment should be cleaned frequently and meticulously. 	<ul style="list-style-type: none"> Shared resources, eg laptops to be cleaned between use as routine last year Outdoor play equipment rota by year group Each year group has a selection of playtime equipment which is kept in the relevant classrooms 	
Shared equipment, fittings and resources increase the risk of transmission.	<ul style="list-style-type: none"> Resources and surfaces to be cleaned each night. Lessons planned so sharing of resources in minimised. Any crockery/cutlery used must be cleaned thoroughly. 	<ul style="list-style-type: none"> Resources shared within a class group, eg pencil pot on a table Hand washing routine throughout the day Resources shared between classes, eg iPads, must be cleaned after use Surfaces cleaned each night and frequently touched areas, eg door handles, cleaned at points throughout the day by class team 	
6. Health and Wellbeing			

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Inadequate staffing levels create supervision or safeguarding issues.	<ul style="list-style-type: none"> • Carry out an audit of all staff availability and review it regularly. • Introduce a process for staff to inform you if their health situation changes. • If there is a shortage of teachers consider use of suitably qualified TAs to lead a group and maintain ratios. • Use of staff from other schools (by agreement). 	<ul style="list-style-type: none"> • Staffing levels will be at capacity at the beginning of term as we settle in new EY children and new children with additional needs in other year groups. Rainbow Room staff helping to support in 2 year groups until a more permanent arrangement is made. As last year, TAs will be asked to lead classed if teachers are absent. • All part time TAs and teachers will be asked if they can work extra hours in the event of staff shortages • Supply agencies used if unable to cover teacher absence 	
Person becomes unwell with Covid-19 symptoms in school	<ul style="list-style-type: none"> • Move to a pre-designated room where person can be isolated, with adult supervision if a child. • Ventilate the room if possible. • PPE should be worn if contact is required. • Inform parent/carer to arrange collection. • Cleaning regime after each usage of the space. • Follow the advice from health protection team 	<ul style="list-style-type: none"> • Continue to use the same protocol for every child who becomes unwell with Covid-19 symptoms (sitting in outside classroom with an adult until collected) • Reception children will wait with a familiar adult on the benches outside the school office 	
Absence of measures to address localised enhanced covid transmission chain	<ul style="list-style-type: none"> • Senior leaders to produce contingency plans (sometimes called outbreak management plans) detailing additional measures regarding: <ul style="list-style-type: none"> ○ Good hygiene 	<ul style="list-style-type: none"> • Outbreak Management Plan drafted • Waiting for LA Outbreak Management plans • Seesaw in place in readiness for remote learning for children who are 	<ul style="list-style-type: none"> • Sports coaching to continue for single year groups. After school clubs (ie gym and football) to be rescheduled to avoid year groups mixing

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	<ul style="list-style-type: none"> ○ Appropriate cleaning regimes ○ Keeping occupied spaces well ventilated ○ Following Public Health advice on testing, self-isolation and managing confirmed cases of Covid-19. ● Local school management plan is in place and relevant staff have been made aware ● Remote education plans in place ● Engage fully with NHS Test & Trace ● Schools should make themselves familiar with the Contingency Framework document. 	self-isolating (and are well) and class groups if necessary	
Staff wellbeing affected by the working experience.	<ul style="list-style-type: none"> ● Staff risk assessment tool being used to assess those in higher risk groups. ● Staff aware of risk assessment process and able to contribute. ● Staff meetings and communication. ● Defined wellbeing support measures for staff. ● Designated staff rest areas. 	<ul style="list-style-type: none"> ● All staff to complete individual risk assessments during first week back ● Our school Risk Assessment to be sent as a draft to all staff and governors before the start of term. Contributions added ● Staff meetings for all teams to be arranged ● An agreed and understood rest area plan developed with all staff ● Ideas for wellbeing support shared and developed as last year 	<ul style="list-style-type: none"> ● Regular wellbeing check ins for absent staff ● Team meetings/break times together continue ● Meetings continue on Zoom
Volunteer wellbeing affected by the working experience	<ul style="list-style-type: none"> ● Volunteers will be treated in the same way as school staff and provided with 	No volunteers to work regularly in school at start of Term 1. All regular volunteers	

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	<p>the same information, instruction, training and equipment.</p> <ul style="list-style-type: none"> Volunteers will be included in regular communications and be given the opportunity to feedback any concerns. 	<p>will need a new DBS before working in school</p>	
<p>Pupil wellbeing is impacted by the current situation causing physical and mental ill health.</p>	<ul style="list-style-type: none"> Children to have allocated teacher and TA where possible. Reduced time in school to ensure transition from home to school is successful. Curriculum to support children’s well-being. Provide opportunities to talk about their experiences/concerns. Pastoral activities School Effectiveness guidance on Right Choice 	<ul style="list-style-type: none"> Each child supported by a dedicated year group/class adult team Increased staff capacity in classes where we predict more support will be needed – to be reviewed after 2 weeks Children on reduced timetables to start back with the same in school hours as end of Term 6. New children who would benefit initially from a reduced timetable will be coordinated by Debbie Stiles, SENDCo Opportunities to talk and share Wider opportunities eg Y6 residential visit to Pencelli to go ahead Rainbow Room reopened for different year groups (though initially RR staff allocated to specific groups for at least some points in the week) Play Therapy and ELSA to restart as soon as possible and will be reviewed Positive behaviour support system to help children settle in and enjoy school, eg responsibilities and Star Assembly 	<ul style="list-style-type: none"> Planned trips to be individually risk assessed with the intention they go ahead if possible, eg Y5 trip to Devizes to continue as no group mixing planned Play Therapy and ELSA to continue for some children with doors open/ventilation. Regular catch up with children in receipt of ELSA

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First aid provision	<ul style="list-style-type: none"> • Ensure all staff know First Aiders on site if less coverage than normal. • If provision is less than usual, minimise hazardous activities which may result in injury. • Ensure a supply of PPE is available for provision of first aid and use and dispose of accordingly. • Paediatric First Aid provision is available for under 5's. 	<ul style="list-style-type: none"> • 1 Septemberj2021 – First Aid training for a large group of staff how many please Jen? • First Aid administered by class/year group adults • PPE available in all cloakrooms • EY team have Paediatric FA training • All head bumps reported to the school office so parents/carers can be informed by phone asap 	<ul style="list-style-type: none"> •
Pupils with special medical needs (administering medication)	<ul style="list-style-type: none"> • Required number of competent staff on site • Staff training up to date • Alternative arrangements in place if staff training/competence has lapsed. 	<ul style="list-style-type: none"> • Training up to date with required number of staff in school 	<ul style="list-style-type: none"> •
1:1 teaching, physical restraint and children with SEND or EHC plans are adversely affected by the current situation.	<ul style="list-style-type: none"> • Individual risk assessments of children with behavioural difficulties. • Ensure a supply of PPE is available based on need. • Reduced timetable or consideration of other solutions if child's behaviour puts staff at risk. • 1:1 teaching to be done with reduced contact. 	<ul style="list-style-type: none"> • Individual RAs to be reviewed/put in place for any new child who needs one • PPE available in cloakrooms, office and disabled toilets • Reduced timetables maintained by our SENDCo and LA informed • Physical restraint avoided if at all possible, eg good perimeter safety to help prevent a child being able to leave school • 1:1 teaching with reduced contact and children reminded why distance is needed 	<ul style="list-style-type: none"> •

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7. Risk assessments and Policies			
Standard risk assessments do not take account of additional covid-19 risks	<ul style="list-style-type: none"> • Ensure all work environments and teaching/learning activities have been subjected to risk assessments in line with conventional H&S requirements. • Review and where necessary update all risk assessments with additional control measures to counter any significant covid-19 infection transmission risk. • One -off activities such as PTA and other fundraising events, firework displays etc will be subject to separate risk assessment. • Lettings of facilities will be subject to separate risk assessment. • School clubs, Breakfast clubs and after-school provision will be subject to a separate risk assessment. • Behaviour policy amended to reflect covid-19 protocols. • Off-site learning outside of the classroom activities will be subject to a separate risk assessment. 	<ul style="list-style-type: none"> • All risk assessments to be reviewed/ developed and held centrally, eg Pencelli, school meals, use of the library and music lessons • No lettings in Term 1 • No breakfast club at start of Term 1 • Behaviour policy already amended. Review 	<ul style="list-style-type: none"> • No lettings and breakfast club delayed • Library to be used by different year groups but avoid groups mixing, eg Library Monitors can continue to tidy displays/books but not lunch time club with different year groups

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8. Monitoring			
<p>Control measures set out in this risk assessment do not prove effective</p> <p>Levels of compliance are inadequate</p>	<ul style="list-style-type: none"> • Named school staff will monitor the application and effectiveness of the control measures set out within this risk assessment, and the level of compliance by staff, visitors and pupils • Non-compliance will be addressed immediately • Regular communication with staff on the outcomes of the monitoring • LA H&S Advisers are able to visit the school site to assess compliance 	<p>The school SLT will monitor the control measures:</p> <p>Sarah Weber Chris Light Jackie Zenonos (when returned from maternity leave) Jen Maitland Kate Hurst Debbie Stiles Rosie Pritchard</p> <p>The governors will read, contribute and agree the risk assessment and Outbreak Management Plan and Sarah Weber will ask the LA for support/advice as deemed necessary by SLT or governors</p> <p>Staff will be updated about changes, by email, and asked for feedback/contributions</p>	

I confirm that the above is a suitable and sufficient risk assessment based on current information. The risk assessment will be reviewed on a regular basis and whenever anything significant changes. All relevant parties will be informed of the outcomes of this risk assessment.

Name of Headteacher	Sarah Weber	
Signature of Headteacher		Date: 14.10.21
Name of Chair of Governors / Trustees	Rob Parker	
Signature of Chair of Governors / Trustees		Date:
Date of review	15.11.21 following PH updated advice	