



**Coronavirus (COVID-19): Supplementary Risk Assessment for schools from the beginning of the Spring Term 2021
(Phase 3)
for Wombridge Primary School**

Assessment conducted by: Sally Sixsmith	Job title: Acting Head teacher	Covered by this assessment: Wombridge Primary School
Date of assessment: 7.1.21 Updated 4.3.21 due to reopening of school to ALL pupils on 8.3.21	Date of next review: TBC following local or national guidance updates	This document was written on 7.1.21 and you must ensure you are completing the newest format

The sole purpose of this supplementary risk assessment is to support schools for all pupils in all year groups from the beginning of the spring term 2021, **while reducing the risk of coronavirus transmission**

- For the purpose of this risk assessment, the term ‘coronavirus’ to refer to coronavirus disease 2019 (COVID-19).
- Schools must ensure that this and all their risk assessment reflects the local setting and context of the school.
- Staff and unions must be consulted with regard to this risk assessment and any changes to existing COVID 19 risk assessments.
- This supplementary risk assessment is not exhaustive and some of the controls will be dynamic. This is issued to schools as a template to assist in the production of a full comprehensive document that covers the particular circumstance of the setting – **as such, the risks and risk controls should be deleted/ amended/ added-to to reflect the school.**
- This should be viewed alongside relevant advice and guidance from the Department of Education and reflect any additional subsequent guidance issued to schools.
- When implemented in line with a revised risk assessment, these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.
 - As of 5th January 2021 during national lockdown, Colleges, primary (reception onwards) and secondary schools will remain open for vulnerable children and the children of critical workers. All other children will learn remotely until February half term.
 - <https://www.gov.uk/guidance/national-lockdown-stay-at-home#going-to-school-college-and-university>
 - <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Key:	
Level of risk prior to control	Identifies the risk before any steps to reduce the risk have been taken
Risk Description:	Outlines the area of concern. This list is not exhaustive, and schools should add/amend/delete where appropriate e.g. risks for pupils with complex needs.
Risk Controls:	The measures that will be taken to minimise the risk. These are generic and should be adapted for the school context. Add <additional information>
Impact:	Could be L/M/H or numeric, depending on what is used in the school setting.
Likelihood:	Could be L/M/H or numeric, depending on what is used in the school setting. NB IF IMPACT AND LIKELIHOOD ARE BOTH HIGH, THEN THE ACTIVITY SHOULD BE STOPPED UNTIL ADDITIONAL CONTROL MEASURES ARE PUT IN PLACE.
Responsible person:	The identified staff member(s) responsible for implementing the risk controls Head Teacher Sign Date Chair of Governors sign Date
Completion Date:	The date by which required plans for controls will be in place..

Risk Description/Area of Concern	Level of risk prior to control <>	Risk Controls	Level of risk is now <>	Likelihood <>	Responsible person	Planned completion Date	Comments / Actions needed
The school lapses in following national guidelines and advice, putting everyone at risk		Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.			Sally Sixsmith	6.1.21	
Clinically Extremely vulnerable (CEV) individuals		<p>Individual risk assessment to be completed/reviewed for staff in CEV category exposure to Coronavirus</p> <p>Staff – Advice for those identified as clinically extremely vulnerable through the defined 3 ways published on 25th February 2021</p> <p>HR guidance provides advice on what additional measures individuals in this group can take tailored to each local restriction tier.</p> <p>Staff who are defined as clinically extremely vulnerable are advised to work from home and where this is not possible, they should not go into work until at least the 31st March</p> <p>See amended guidance and individual risk assessment for staff that are CEV</p>			Sally Sixsmith	5.1.21 Updated 4.3.21	No CEV staff currently employed by school
Clinically Vulnerable staff and pupils		<p>Individual risk assessment to be completed/reviewed for clinically vulnerable staff and pupils.</p> <p>Protective measures will be put in place for staff and pupils, as far as is possible, to ensure that the risk of transmission is reduced.</p>			Sally Sixsmith	15.1.21	

	<p>Clinically vulnerable staff can continue to attend school. While in school they should follow the control measures the school has put in place to minimise the risks of transmission.</p> <p>This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in the 'prevention' section of government guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children and adolescents.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor.</p> <p>Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools.</p> <p>See further guidance in CEV and CV guidance and up dated risk assessment</p>					
Testing of staff and pupils	<p>The asymptomatic testing programme in education currently covers all staff at school and pupils – see further details in LFT testing in secondary/primary or special schools.</p>			SLT	Feb 2021	High uptake of staff opting in to testing

Rapid COVID-19 testing

	Where	When
Staff in primary schools	At home	Twice weekly
Students in secondary schools and colleges	Initial 3 tests at school or college, then at home	
Staff in secondary schools and colleges	At home	
Staff in special schools and alternative provision	At home	
Staff and students in university	At university	
Nursery staff (school-based and maintained)	At home	Twice weekly from late March
Nursery staff (private and independent)	At home	

Poor hygiene practice in school - **General**

Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.

Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents

Points to consider and implement:

- putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:

Sally Sixsmith

All classroom staff

Cleaning Team Leader

5.1.21

		<ul style="list-style-type: none"> • more frequent cleaning of rooms and shared areas that are used by different groups • frequently touched surfaces being cleaned more often than normal • toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it • Ensuring that you understand contact time for cleaning chemicals • That any cleaning chemical is appropriate for the task being used for • Undertake a COSHH assessment if using new products 					
Hand Hygiene		<p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including :</p> <ul style="list-style-type: none"> • when they arrive at school, • when they return from breaks, • when they change rooms • before and after eating. <p>Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> • whether your school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly • supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative 			All staff	5.1.21	

		<ul style="list-style-type: none"> building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them 					
Poor hygiene practice – specific – school entrance and office spaces		Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.			Office staff	5.1.21	
System of Controls - Prevention		<p>Prevention You must always:</p> <ol style="list-style-type: none"> 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school. 2) Ensure face coverings are used in recommended circumstances. 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual. 4) Ensure good respiratory hygiene for everyone by promoting the ‘catch it, bin it, kill it’ approach. 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents. 6) Consider how to minimise contact across the site and maintain social distancing wherever possible. 7) Keep occupied spaces well ventilated. <p>In specific circumstances:</p> <ol style="list-style-type: none"> 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary. 9) Promote and engage in asymptomatic testing, where available <p>Numbers 1 to 5, and number 8, must be in place in all schools, all the time.</p> <p>Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.</p>			All staff	5.1.21 Updated 4.3.21	Face shields offered to all staff on 7.1.21

<p>System of Control - Responsive</p>		<p>Response to any infection</p> <p>10) Promote and engage with the NHS Test and Trace process. Manager to advise Health Protection hub via email of positive cases. Complete online form to assist with contact tracing https://www.telford.gov.uk/testandtrace</p> <p>11) Manage confirmed cases of coronavirus (COVID-19) amongst the school community. Manager to advise Health Protection hub via email of positive staff. Complete online form to assist with contact tracing https://www.telford.gov.uk/testandtrace</p> <p>12) Contain any outbreak by following local health protection team advice.</p> <p>Numbers 10 to 12 must be followed in every case where they are relevant.</p>			<p>SLT and office staff</p>	<p>5.1.21 Updated 4.3.21</p>	
<p>Poor hygiene practice – specific - spread of potential infection at the start of the school day.</p>		<p>Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.</p> <p>Review your staggered start of day times to keep groups apart as they arrive. This should not reduce the teaching time.</p> <p>Communicate to parents/carers;</p> <ul style="list-style-type: none"> • Drop off and collection process • Not to gather at gates • Not to come on site without an appointment 			<p>All staff SLT</p>	<p>5.1.21 Updated 4.3.21</p>	<p>One way system in place.</p>
<p>Poor hygiene practice – specific – toilet/changing facilities.</p>		<p>Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.</p>			<p>All staff</p>	<p>5.1.21</p>	

<p>Poor hygiene practice – specific - end of the school day.</p>		<p>Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.</p> <p>Review your staggered end of day times to keep groups apart as they leave</p>			<p>All staff</p>	<p>5.1.21 Updated 4.3.21</p>	<p>One way system in place.</p>
<p>NEW Use of equipment</p>		<p>Classroom based resources, such as books and games, can be used and shared within the bubble. These should be cleaned regularly, along with all frequently touched surfaces.</p> <p>Resources that are shared between classes or bubbles, such as sports, arts, and science equipment should be cleaned frequently. When sharing equipment between different bubbles, you should either:</p> <ul style="list-style-type: none"> • Clean it before it is moved between bubbles • Allow them to be left unused for a period of 48 hours (72 hours for plastics) <p>You will need to assess the ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment. Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use. Where cleaning or disinfecting is not possible or practical, resources will have to be either:</p> <ul style="list-style-type: none"> • Restricted to one user • Left unused for a period of 48 hours (72 hours for plastics) between use by different individuals <p>Outdoor playground equipment should be more frequently cleaned than normal. This also applies to resources used inside and outside by wraparound care and out of school settings providers.</p>			<p>All staff</p>	<p>4.3.21</p>	

		<p>Pupils should limit the amount of equipment they bring into school each day, including essentials such as:</p> <ul style="list-style-type: none"> • Lunch boxes • Hats and coats • Books • Stationery • Mobile phones 					
Ill health in school.		<p>Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.</p> <p>Staff are informed of the symptoms of possible coronavirus infection,</p> <ul style="list-style-type: none"> ➤ A high temperature ➤ A new continuous dry cough ➤ A change to their normal sense of taste or smell (anosmia) ➤ Children may also display gastrointestinal symptoms <p>They must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate and should arrange to have a test to see if they have coronavirus (COVID-19).</p> <p>Schools should use the notification form to notify the HPH of any positive cases within staff members.</p> <ul style="list-style-type: none"> • Staff who don't have the symptoms above but have other symptoms such as headache /sore throat/aches and pains/ feeling very tired for no good reason/ runny 			All staff	5.1.21	

		<p>nose/ sneezing etc can book a PCR test by selecting the option “ local Authority required me to test”</p> <p>If schools doesn’t have its own Rapid testing facility then asymptomatic staff members can book a rapid test using this link below. This can be done weekly http://orlo.uk/Y5LBC</p>					
<p>Local restrictions tiers and National Lockdown</p> <p>Additional implications</p>		<p>Education settings will remain open in local restriction tiers 1,2, 3 and 4, see more in the Local restriction tiers: what you need to know guidance.</p> <p>Local restriction tiers: 2, 3 or 4</p> <p>When an area moves to local restriction tiers 2, 3 or 4, in settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This does not apply to younger children in primary schools and in early years settings.</p> <p>In the event of an area moving into local restriction tiers 2, 3 or 4, schools will need to communicate quickly and clearly to staff, parents and pupils that the new arrangements require the use of face coverings in certain circumstances.</p> <p>All other staff in local restriction tier 4 can continue to attend work, including those living in a household with someone who is clinically extremely vulnerable.</p> <p>All staff can continue to attend school in local restriction tiers 1, 2 and 3.</p> <p>Under local restriction tier 3, staff and employers may wish to discuss flexibilities that support clinically extremely vulnerable</p>			SLT	5.1.21	<p>School open from 5.1.21 for critical worker children and vulnerable children</p> <p>School re-opens to ALL pupils 8.3.21</p>

		<p>staff, such as staggered start times to reduce travel during rush hour.</p> <p>Review PE, sport and physical activity is school/s moved into tier 4</p> <p>Schools should also read the local restriction tiers guidance to find out what tier their area is in and the additional restrictions that apply. Currently, schools can continue to offer all before and after-school educational activities and wraparound childcare in all local restriction tiers.</p> <p>Schools in local restriction tier 3 and 4 areas should not host performances with an audience</p>					
Personal Protective Equipment		<p>Review your provision of PPE</p> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</p> <p>More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.</p>			All staff	5.1.21	
Face coverings		<p>Ensure where there is a need for face coverings in the school the control is implemented</p> <p>There should be a process for when face coverings are worn within school and how they should be removed.</p> <p>Safe wearing of face coverings requires the;</p> <ul style="list-style-type: none"> • Cleaning of hands before and after touching, this includes removal and putting on 			All staff	5.1.21 Updated 4.3.21	Face shields offered to all staff on 7.1.21. Staff to decide if they wish to wear them.

		<ul style="list-style-type: none"> • Safe storage of them in individual, sealable plastic bags <p>Where pupils in year 7 and above are educated, we recommend that face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</p> <p>Face coverings do not need to be worn by pupils when outdoors on the premises.</p> <p>In addition, we now also recommend in those schools, that face coverings should be worn in classrooms or during activities unless social distancing can be maintained.</p> <p>This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. In primary schools, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas).</p> <p>Children in primary school do not need to wear a face covering.</p> <p>This is an additional precautionary measure for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until Easter. As with all measures, we will keep it under review and update guidance at that point.</p> <p>When face coverings become damp, it should not be worn, and the face covering should be replaced carefully</p> <p>You must instruct pupils to;</p>					
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		<ul style="list-style-type: none"> • Not touch the front of their face coverings during use or when removing it • Dispose of temporary face coverings in a black bag waste bin (not recycling bin) • Place reusable face covers in a plastic bag and take them home with them • Wash their hands again before heading to classroom <p>Ensure there are sufficient waste bins located around the school for disposal of face masks and face covers</p> <p>See further advice in the Face Coverings guidance</p> <p>Exemptions -Some individuals are exempt from wearing face coverings.</p> <p>You should have a small contingency supply available for people who:</p> <ul style="list-style-type: none"> • are struggling to access a face covering • are unable to use their face covering as it has become damp, soiled or unsafe • have forgotten their face covering 					
<p>Poor management of pupil numbers reduces the ability of pupils and staff to practice social distancing.</p>		<p>Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.</p> <p>Review your bubble sizes and how you manage them throughout the school day. Bubble sizes should be kept as small as possible</p> <p>Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved</p>			SLT	5.1.21	

	<p>through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> • children's ability to distance • the lay out of the school • the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary) <p>Things that should be considered include:</p> <ul style="list-style-type: none"> • use of seating plans to ensure that you can identify contacts . Pupils should keep to the allocated seat wherever possible • Mark 2m around the staff member's desk and teaching area. This acts as a good cue to all to remind of the 2m social distance that is needed. • Look at staff room layouts and organise to ensure that 2m social distance can be maintained. • Think about location of shared use equipment such as photocopiers and laminators etc. to ensure that they have 2m social distance around them. • Staggered start and finish times to reduce congestion at entrances and school gates • Management of pupils in and out of classrooms and communal areas • Management of any exam situations 					
Mental Health and Wellbeing for pupils	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.			All staff	5.1.21	
A pupil is tested and has a confirmed case of coronavirus.	In line with government advice: Follow guidance from the Test and Trace team in the Health Protection Hub			SLT and office staff	5.1.21 Updated 4.3.21	

Insufficient staff to run face-to-face sessions for pupils. Supply teachers and temporary staff		Consider how you facilitate non face to face learning Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.			All teachers	5.1.21	Remote learning plan in place for all year groups
Pupil movement between lesson, at breaktime and lunchtime increases the risk of infection.		Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective. Keep movement around the school to a minimum. Brief passing in corridors or playground is low risk. Avoid creating busy corridors, entrances and exits by; • Staggered start and finish times Staggered break and lunch times			SLT	5.1.21 Updated 4.3.21	Bubbles do not meet at any point in the day
Spread of infection in classrooms/ shared areas.		Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective. Review your bubble sizes and how you manage them throughout the school day. Ensure where there is a need for face coverings in the school the control is implemented Review any equipment that is frequently used and how it is cleaned after use Ensure you are applying the 2m social distancing in all areas of the school Review ventilation within the school			All staff	5.1.21	
Ventilation		Keeping occupied spaces well ventilated			All staff	5.1.21	

<p>Keeping occupied spaces well ventilated</p>		<p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>This can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> • Mechanical ventilation systems, should be adjusted to increase the ventilation rate. Check that normal operation meets current guidance and that only fresh outside air is circulated • Natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened fully during breaks to purge the air space. Opening internal doors can also assist with creating a throughput of air <p>Review ventilation within the school</p> <p>The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</p> <p>And</p> <p>CIBSE - CIBSE - Coronavirus COVID 19</p> <p>Provide more information</p> <p>See further information in T&W Ventilation guidance</p>				<p>Updated 4.3.21</p>	
<p>Music Lessons</p>		<p>Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective</p>			<p>SLT</p>	<p>5.1.21</p>	

Physical Activities		Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective. Review PE, sport and physical activity is school/s moved into tier 4			SLT	5.1.21	
Poor pupil behaviour increases the risk of the spread of the infection.		Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.			All staff	5.1.21	
Pupils with complex needs are not adequately informed or safely supported.		Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.			All staff SLT SENCo	5.1.21	
Vulnerable pupils and pupils with SEND do not receive appropriate support.		Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.			All staff SLT SENCo	5.1.21	
Increased number of safeguarding concerns reported after lockdown.		Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.			DSLs	5.1.21	
Emergency evacuation due to fire etc.		Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective. Continue to monitor impact on school.			SLT	5.1.21	
Cleaning is not sufficiently comprehensive.		Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.			SLT Cleaning Team Leader	5.1.21 <u>Updated</u> <u>4.3.21</u>	

		<p>Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach.</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> • putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: • more frequent cleaning of rooms / shared areas that are used by different groups • Allow time for cleaning surfaces in dining hall between groups • frequently touched surfaces being cleaned more often than normal • different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet <ul style="list-style-type: none"> • encourage pupils to wash hands thoroughly after using the toilet <p>See further guidance for cleaning in educational settings for advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance.</p> <p>Review what cleaning products you use, know the contact time of the products and ensure the products are appropriate for the task.</p> <p>Review any equipment that is frequently used and how it is cleaned after use</p>					
Contractors, deliveries and visitors increase the risk of infection.		Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.			SLT Office staff	5.1.21	
Professional Visitors		Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.			SLT Office staff	5.1.21	

Transport		Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective. Follow the transport guidance			SLT	5.1.21	
First Aid Care		Ensure appropriate PPE is worn when giving first aid to children and review all controls you previously applied to ensure they are still effective.			All staff	5.1.21	
Educational Visits		Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.			SLT	5.1.21	Not taking place.
Environmental and building risks if your school does partially/ completely close		Thoroughly clean all equipment/areas before reopening. Review any maintenance requirements Test fire alarms and evacuation procedures Flush through taps and other equipment with water systems (Consider Legionella risks) to reduce risks Playground equipment For further advice check with the BiT team			SLT Cleaning team Caretaker	5.1.21	