



# Fierté Multi Academy Trust

Ankermoor Primary Academy



## COVID-19 (Version 6) - Risk Assessment (linked to Fierte actions)

Task: Full re-opening 1<sup>st</sup> September 2020 (children from 3<sup>rd</sup> September)

Assessors: Simon Russell

Assessment completed (ongoing basis): **Jul 2020 and Aug 2020 (updated)**  
Autumn ongoing 2020 (updated)  
Spring 2021 (updated)

This risk assessment should be read in conjunction with the guidance as set out in the following documents:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

The principles of the risk assessment can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning and **ventilation** arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise the potential for contamination so far as is reasonably practicable
- How contacts are reduced will **depend on the school's circumstances and will (as much as possible) include:**
  - grouping children together
  - avoiding contact between groups
  - arranging classrooms with forward facing desks
  - staff maintaining distance from pupils and other staff as much as possible

Please note that by signing this form, you are agreeing that the information provided is correct.

Signed \_\_\_\_\_ (User) Print \_\_\_\_\_ Date: \_\_\_\_\_

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Transmission of COVID-19.  Med	Pupils Staff	<p><b>1. Effective infection protection and control - minimising indirect transmission</b></p> <p><u>Handwashing</u></p> <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.</p> <p>Ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</p> <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"> <li>-Ensure enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly.</li> <li>-Supervise use of hand sanitiser use given risks around ingestion. (Younger pupils with complex needs to be helped to clean their hands properly).</li> <li>-Build routines into school culture, supported by behaviour expectations, and helping ensure younger children, and those with complex needs, understand the need to follow them.</li> </ul>	<p>Staff continue to use staff toilets <b>as previous.</b></p> <p>DO NOT USE WATER FOUNTAINS <b>as previous.</b></p> <p>Staff can re-look at information contained on the e-bug website on pupils return after the holiday:</p> <p><a href="http://e-bug.eu">Information about the Coronavirus (e-bug.eu)</a></p>	<p>Sanitiser, hand wash and paper towels</p> <p>continue to be ordered and added in to rooms and at stations e.g. entrance to school.</p>

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Transmission of COVID-19.  Med	Pupils Staff	<p><b>2. Effective infection protection and <u>system of control- minimising indirect transmission</u></b></p> <p><b>Prevention:</b></p> <p>1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.</p> <p>2) Where recommended, the use of face coverings in schools (SEE FACE COVERINGS SECTION).</p> <p>3) Clean hands thoroughly more often than usual.</p> <p>4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</p> <p>5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.</p> <p>6) Minimise contact between individuals and maintain social distancing wherever possible.</p> <p>7) Where necessary, wear appropriate personal protective equipment (PPE).</p> <p>8) Always keeping occupied spaces well ventilated. This can be achieved by: - 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</p>	<p>Ensure bins are double-bagged and tied off when emptied.</p> <p>All rubbish <b>MUST</b> be taken outside immediately when bin is emptied. Cleaners and none bubble staff to check in with teachers to see if bin needs emptying.</p> <p>Face-coverings: <i>Primary school children will not need to wear a face covering.</i></p> <p><i>In primary schools where social distancing is not possible in indoor areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.</i></p> <p><i>Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings could have a negative impact on teaching and their use in the classroom should be avoided.</i></p> <p><b>Local restriction tiers: high alert or very high alert</b> <i>When an area moves to local restriction tiers: high alert or very high alert, 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.</i></p> <p>A written agreement <b>MUST</b> be signed by the child before a face covering is worn.</p>	<p>Provide staff and parents with written agreement. (Office)</p> <p>Tissues and bin bags continue to be ordered.</p>

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		in the space). Opening internal doors can also assist with creating a throughput of air. - natural ventilation - if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so).	Staff and parents have been advised, via letter, to not make direct contact at the gate. Phone call is the desired form of communication. If contact is essential then a mask must be worn by both parties.	
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Transmission of COVID-19.  Med	Pupils Staff	<p><b>3. Additional Cleaning</b></p> <p>Put in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</p> <ul style="list-style-type: none"> <li>- more frequent cleaning of rooms and shared areas that are used by different groups (cleaner hours increased).</li> <li>- frequently touched surfaces being cleaned more often than normal.</li> <li>- toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</li> <li>- different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it.</li> <li>- Cleaners to clean down thoroughly at the end of the day - each day, every day.</li> <li>- All play equipment must be cleaned between uses i.e. after one child has played with it; it needs to be cleaned before the next person uses it. Therefore, it is wise to limit the number of physical resources that pupils are able to access in the day.</li> <li>- <i>Outdoor play equipment may be used by different groups as long as strict hand hygiene is promoted and no touching face.</i></li> </ul>	<p><i>Continue to</i> safely store cleaning equipment away from pupils after use (at all times) to minimise the risk of pupils ingesting.</p> <p>Cleaning time <i>continues to be increased in Autumn to ensure safety of all.</i></p> <p><i>Follow the cleaning in non-healthcare settings guidance:</i></p> <ul style="list-style-type: none"> <li>• <i>cleaning an area with normal household disinfectant will reduce the risk.</i></li> <li>• <i>wear disposable or washing-up gloves and aprons for cleaning. These should be double-bagged, then stored securely for 72 hours then thrown away in the regular rubbish after cleaning is finished.</i></li> <li>• <i>using a disposable cloth, first clean hard surfaces with warm soapy water. Then disinfect these surfaces with the cleaning products you normally use.</i></li> <li>• <i>if an area has been heavily contaminated, such as with visible bodily fluids, from a person with coronavirus (COVID-19), use protection for the eyes, mouth and nose, as well as wearing gloves and an apron.</i></li> <li>• <i>wash hands regularly with soap and water for 20 seconds, and after removing gloves, aprons and other protection used while cleaning.</i></li> </ul>	

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Contact with pupils or staff with coronavirus symptoms.  Med	Staff Pupils	<p><b>4. Self -Isolation</b> Children and staff must only come into work if they are symptom free.</p> <p>Self-isolation - If you have symptoms, then you should self-isolate immediately for at least 10 days arranging an immediate test. The 10-day period starts from the day your symptoms first started or the day your test was taken if you do not have symptoms. This means that if, for example, your symptoms started at any time on the 15th of the month (or if you did not have symptoms but your first positive COVID-19 test was taken on the 15th), your isolation period ends at 23:59 hrs on the 25th.</p> <p>Household isolation - If you live with someone who has symptoms or have been in contact with anyone with symptoms, the person will need to stay at home for 10 days from the day after the individual tested positive.</p>	<p>Symptoms:</p> <p>a new continuous cough a high temperature, a loss or change to your sense of taste or smell</p> <p>A thermometer will be on site only if required.</p> <p>In the first instance, contact the office if a child is unwell or the Headteacher asap if a staff member is unwell.</p>	

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Contact with pupils or staff with coronavirus symptoms.  High	Staff Pupils	<p><b>5. Isolation if presenting symptoms at school</b> If a child or staff member develops symptoms whilst at school, they must immediately go to the Headteacher's office, fully isolated, doors closed and windows opened and arrangements will be made for them to go home. Appropriate supervision must be given (see section 21).</p> <p>If direct personal care needs to be given, a facemask should be worn by the supervising adult if a distance of 2-metres cannot be maintained. If direct contact with the child is necessary then gloves, an apron, facemask and eye protection (if necessary) should be worn.</p>	<p>Follow up deep clean of the HT office and room child has been working in (if required) asap.</p> <p>If a child is sick or has a bumped head therefore is not presenting Coronavirus symptoms, they will be asked to stay in the library area away from the Headteacher's office.</p> <p>A separate medical book will be kept to log any staff / children off school with symptoms therefore a recording / tracking process in place.</p>	Medical book for recording cases to be continued (Office)

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		Other staff or children present must immediately wash hands following the guidance given in point 1. <b>Symptomatic person to book a test immediately and inform school of outcome as soon as possible.</b>  For information on positive and negative test outcomes see section 21.	<b>ALL AREAS MUST BE FULLY CLEANED AND DISINFECTED USING CLEANING PRODUCTS BEFORE BEING USED AGAIN.</b>	
What are the hazards?  Risk Level	Who might be harmed and how?	What are you already doing? List the control measures already in place	What further action / information to be considered?	Action to Complete by who  Date
Contracting COVID-19 for vulnerable and extremely vulnerable people.  High	Vulnerable and extremely vulnerable people.	<b><u>6. Attendance of Pupils who are shielding or self-isolating</u></b> A small number of pupils will still be unable to attend in line with public health advice to self-isolate because: <ul style="list-style-type: none"> <li>they have had symptoms or a positive test result themselves</li> <li>they live with someone that has symptoms or has tested positive and are a household contact</li> <li>they are a close contact of someone who has coronavirus (COVID-19)</li> </ul> More evidence has emerged that shows there is a very low risk of children becoming very unwell from coronavirus (COVID-19), even for children with existing health conditions. Far fewer children should remain in the clinically extremely vulnerable group in the future following their routine discussions with their clinician. The advice for pupils in local restriction tiers 1 to 3 who remain in the clinically extremely vulnerable group is that they should return to school from 2 December, at all local restriction tiers, unless they are one of the very small number of pupils or students under paediatric or NHS care (such as recent transplant or very immunosuppressed children) and have been advised specifically by their GP or clinician not to attend an education setting.  Shielding advice is currently in place in tier 4 areas, and so all children still deemed clinically extremely vulnerable are advised not to attend school.	Where children are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.  <i>Attendance expectations (ALL):</i>  <i>It is vital for all children to attend school to minimise, as far as possible, the longer-term impact of the pandemic on children's education, wellbeing and wider development.</i>  This means from that point, the usual rules on school attendance apply, including: -parents' duty to secure their child's attendance regularly at school (where the child is a registered pupil at school and they are of compulsory school age). -schools' responsibilities to record attendance and follow up absence. -the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct.  If parents of pupils with possible risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been	

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		<p>Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school in all local restriction tiers.</p> <p>Where a pupil is unable to attend school because they are complying with clinical or public health advice, we expect schools to be able immediately to offer them access to remote education. Schools should keep a record of, and monitor engagement with, this activity but this does not need to be formally recorded in the attendance register.</p>	<p>granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance).</p>	
<p>What are the hazards? Risk Level</p>	<p>Who might be harmed and how?</p>	<p>What are you already doing? List the control measures already in place</p>	<p>What further action / information to be considered?</p>	<p>Action to Complete by who Date</p>
<p>Contracting COVID-19 for vulnerable and extremely vulnerable people.  Medium</p>	<p>Vulnerable and extremely vulnerable people.</p>	<p><b><u>7. Staff who are clinically vulnerable or clinically extremely vulnerable</u></b>  <b><u>Staff who are clinically extremely vulnerable</u></b>  <u>Advice</u> for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) was published on 13 October. The guidance provides advice on what additional measures individuals in this group can take tailored to each local restriction tier.</p> <p>In local restriction tier 4 areas, individuals who are clinically extremely vulnerable are advised to work from home and where this is not possible, they should not go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP and may have been advised to shield in the past, most recently in November 2020.</p> <p>Staff should talk to their employers about how they will be supported, including to work from home where possible. Schools should continue to pay clinically extremely vulnerable staff on their usual terms.</p>	<p><b>Staff who are pregnant</b>  Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools. <u>More guidance and advice on coronavirus (COVID-19) and pregnancy</u></p>	

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		<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 staff, such as staggered start times to reduce travel during rush hour.</p> <p><b>Staff who are clinically vulnerable</b> Clinically vulnerable staff can continue to attend school. While in school, they should follow the sector-specific measures in this document 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 section 2 of this 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>		
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<p>Contact with other pupils or staff who may be carrying Coronavirus but are not displaying symptoms.</p> <p>Med</p>	<p>Staff Pupils</p>	<p><b>8. Minimising contact and mixing - class groupings</b></p> <p>Children and staff (where possible), only mix in class bubbles and that bubble stays away from other people and other bubble groups <b>but still ensure a broad and balanced curriculum.</b></p> <p>While general groups will be kept apart, brief, transitory contact, such as passing in a corridor is low risk, however, <b>we will now be vigilant around school and will not keep the one-way system.</b> Playground marked using semi-permanent markings to ensure clearly assigned areas for class groups.</p> <p>First aid: <b>Basic playground first aid will be administered by the lunch supervisor.</b> For other instances, the office will carry out first aid, following relevant directives especially if personal attention is required e.g. gloves, apron, mask, eye protection.</p> <p><b>For children requiring inhalers or medicine, these must be put into a plastic bag and labelled. These will then be put in a class medical box.</b></p> <p><u>Breakfast club</u></p> <p><b>Breakfast Club will run from 7.30am. Tables will be laid out in the hall - one year group bubble per table. Breakfast club will run until 8.45am when all children will be sent to classes and OPOJ staff will join their own bubble.</b></p> <p><b>Table service will be actioned and the children will stay at own bubble table at all times. Children to keep bags by tables.</b></p>	<p>NORMAL REGISTERS FOR ALL YEAR GROUPS</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Staffing</th> <th>Location</th> </tr> </thead> <tbody> <tr> <td>Year 6</td> <td>Mr FitzPatrick</td> <td>9.00am entrance via main gates. Enter 1<sup>st</sup> via KS2 door</td> </tr> <tr> <td>Year 5</td> <td>Mr Russell / Mrs Walk / Mrs Lockwood</td> <td>9.00am entrance via main gates. Enter 2<sup>nd</sup> via KS2 door</td> </tr> <tr> <td>Year 4</td> <td>Mrs Porter / Mrs Lockwood</td> <td>8.55am entrance via main gates. Enter 1<sup>st</sup> via KS2 door</td> </tr> <tr> <td>Year 3</td> <td>Mrs Price</td> <td>8.55am entrance via main gates then KS2 door 2<sup>nd</sup>.</td> </tr> <tr> <td>Year 2</td> <td>Miss Walker / Mr MacDonald</td> <td>8.50am entrance via main gates then KS2 door.</td> </tr> <tr> <td>Year 1</td> <td>Mrs Walton / Mrs Foster</td> <td>8.50am entrance via office.</td> </tr> <tr> <td>Year R (Early years ratios still apply)</td> <td>Mrs Davies / Mrs Bryan</td> <td>8.50am entrance via Reception gate.</td> </tr> <tr> <td>Year N</td> <td>Mrs. James Miss Hopkins Ms Flood</td> <td>9.00am entrance. Enter via nursery entrance / reception gate</td> </tr> </tbody> </table> <p>3 entrance times: 8.50am, 8.55am and 9.00am (see above).</p> <p>For years 2,3,4,5,6, they enter via main gates and then enter the building at set times. The KS2 sibling children will wait in sections of the playground, with a staff member on duty, from 8.47am.</p>	Group	Staffing	Location	Year 6	Mr FitzPatrick	9.00am entrance via main gates. Enter 1 <sup>st</sup> via KS2 door	Year 5	Mr Russell / Mrs Walk / Mrs Lockwood	9.00am entrance via main gates. Enter 2 <sup>nd</sup> via KS2 door	Year 4	Mrs Porter / Mrs Lockwood	8.55am entrance via main gates. Enter 1 <sup>st</sup> via KS2 door	Year 3	Mrs Price	8.55am entrance via main gates then KS2 door 2 <sup>nd</sup> .	Year 2	Miss Walker / Mr MacDonald	8.50am entrance via main gates then KS2 door.	Year 1	Mrs Walton / Mrs Foster	8.50am entrance via office.	Year R (Early years ratios still apply)	Mrs Davies / Mrs Bryan	8.50am entrance via Reception gate.	Year N	Mrs. James Miss Hopkins Ms Flood	9.00am entrance. Enter via nursery entrance / reception gate	
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		<p><b>PARENTS MUST BOOK BREAKFAST CLUB DAYS IN ADVANCE. CHILDREN CANNOT JUST TURN UP DUE TO LIMITS ON NUMBERS.</b></p> <p>8i: Definition of Close Contact:</p> <p><b>Revised Definition</b> Close contacts are anyone in contact with a confirmed case during the infectious period, in the following circumstances:</p> <p><b>a. Household contact.</b></p> <p><b>b. Direct contact:</b></p> <ul style="list-style-type: none"> <li>•Face to face contact within one metre for any duration;</li> <li>•Skin to skin contact;</li> <li>•Someone the case coughed on;</li> <li>•Any contact within one metre for more than one minute.</li> </ul> <p><b>c. Proximity contact:</b></p> <ul style="list-style-type: none"> <li>•Within one to two metres on one or more occasions during a single day for a total duration of more than 15 minutes; or</li> <li>•Travelling in a car or other small vehicle or close to the case on a bus, train, plane.</li> </ul>	<p><b>Year 1 enter main gate also but will divert through main entrance.</b></p> <p>Actions from 8i:</p> <p>Small group interventions to be revised, as follows:</p> <ul style="list-style-type: none"> <li>-Times spent with children</li> <li>-Groups taught</li> <li>-Spaces where intervention takes place</li> </ul> <p>Preventative measures to be raised linked to social distancing and, washing of hands and also use of sanitiser.</p> <p>Parents to be reminded of the need to socially distance.</p> <p><b>ABOVE ACTIONS COMPLETED DECEMBER 20</b></p> <p>Staff should avoid close face to face contact and minimise time spent within 1 metre of anyone.</p>	
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Contact with other pupils or staff who may be carrying Coronavirus but are not displaying symptoms.	Pupils Staff	<p><b>9. Classroom layout and resources</b></p> <ul style="list-style-type: none"> <li>-Individual resources will continue to be used (pencil cases for each child), ensuring that they do not mix up their resources. Staff ask for additional resources if required.</li> <li>- Remove soft furnishings and soft toys (where possible) and anything that is more difficult to clean.</li> </ul>	<ul style="list-style-type: none"> <li>- Dinner will be served in the hall over a specific period of time as shown below. 4 dinner ladies will be present: N.B, S.E, N.W, S.O,R.A</li> <li>- 4 spaces to be zoned off in the hall so that a maximum of 4 year groups can eat dinner at any 1 time.</li> <li>- Dinners to be prepared for learners before arrival so they can sit down and eat then exit onto playground quickly. (pre-ordered).</li> </ul>	<i>If it is a sunny day, we can use the new quad area and take 1 half of the</i>

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Med	<ul style="list-style-type: none"> <li>- All children in years 2-6 will face the front of the classroom.</li> <li>- Stagger break times and lunchtimes - Playground to be zoned when more than 1 year group outside.</li> <li>- Children can 'order' what lunch they want in the morning so that it can be cooked to order and to avoid children congregating at the kitchen hatch.</li> <li>- Tuck - <i>Week 3 toast and pancake offered to children.</i></li> <li>- Dinner - Menu provided and children order meals daily in classes. Payment must be made by sealing money in an envelope and giving to gate staff. Parents cannot visit the office for payments. Meal payments for the week must be paid for asap. No arrears into week after or meals will cease.</li> <li>- <b>GLOVES TO BE WORN FOR ANY HANDLING OF MONEY.</b></li> <li>- 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.</li> <li>- Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</li> <li>- Outdoor playground equipment should be more frequently cleaned.</li> <li>- Limit the amount of equipment brought into school each day, to essentials such as lunch boxes, hats, coats, books. Bags are allowed and labelled water bottles (monitor sensible use).</li> <li>- Pupils and teachers can take books and other shared resources home.</li> </ul>	<ul style="list-style-type: none"> <li>- Children to wait for last dinner / sandwich child to finish and then all access at the same time with the lunch supervisor.</li> <li>- Zones to be created on the playground so year groups can access the playground in bubbles.</li> <li>KS1 lunch - 12.30- 1.20pm / KS2 lunch - 12.10 - 1.00pm. S.O/N.W to support in hall and work alongside A.O in kitchen at all times.</li> </ul> <table border="1"> <thead> <tr> <th>Year</th> <th>Break times (15 mins)</th> <th>Lunch times</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>10.30am - KS2 - 1 half</td> <td>12.10pm - R.A to focus on this group in hall nearest stage. All chn leave hall via office.</td> </tr> <tr> <td>5</td> <td>10.30am - KS2 - 1 half</td> <td>12.10pm - R.A to focus on this group in hall nearest stage. All chn leave hall via office.</td> </tr> <tr> <td>4</td> <td>10.30am - KS1 playground</td> <td>12.10pm - S.E to focus on this group in hall nearest office. Children on KS1 until 1pm.</td> </tr> <tr> <td>3</td> <td>10.30am - KS1 playground</td> <td>12.10pm - S.E to focus on this group in hall nearest office. Children on KS1 until 1pm.</td> </tr> <tr> <td>2</td> <td>10.50am-11.05am - children to use section by reception next to Yr 1 class.</td> <td>12.30pm - Half of hall - N.B to supervise with +1 then +1 to take outside.</td> </tr> <tr> <td>R/1</td> <td>10.50pm-11.05am - use main section and old climbing frame area.</td> <td>12.30pm - Half of hall - N.B to supervise with +1 then N.W to take outside.</td> </tr> <tr> <td>N</td> <td>Own break times</td> <td>11.30am - dinner. In hall with OPOJ staff. Out by 11.50am latest for clean</td> </tr> </tbody> </table> <p>If children forget lunch, staff tell office team @ 9.15am walk round or use Teams chat (please be mindful of sensitive information in pop ups).</p>	Year	Break times (15 mins)	Lunch times	6	10.30am - KS2 - 1 half	12.10pm - R.A to focus on this group in hall nearest stage. All chn leave hall via office.	5	10.30am - KS2 - 1 half	12.10pm - R.A to focus on this group in hall nearest stage. All chn leave hall via office.	4	10.30am - KS1 playground	12.10pm - S.E to focus on this group in hall nearest office. Children on KS1 until 1pm.	3	10.30am - KS1 playground	12.10pm - S.E to focus on this group in hall nearest office. Children on KS1 until 1pm.	2	10.50am-11.05am - children to use section by reception next to Yr 1 class.	12.30pm - Half of hall - N.B to supervise with +1 then +1 to take outside.	R/1	10.50pm-11.05am - use main section and old climbing frame area.	12.30pm - Half of hall - N.B to supervise with +1 then N.W to take outside.	N	Own break times	11.30am - dinner. In hall with OPOJ staff. Out by 11.50am latest for clean	<p>children outside to further bubble the children.</p>
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Contact with other pupils or staff who may be carrying Coronavirus but are not displaying symptoms.  Med	Pupils Staff	<p><b>10. Minimising adult: adult contact</b></p> <ul style="list-style-type: none"> <li>- <b>Revised</b> Parent protocol in place for drop off and pickups to minimise adult contact. No congregating parents - need to drop and go. <b>Parents need to observe this fully.</b></li> <li>- Main gate to be locked from 9.02am and opened <b>2.55pm.</b></li> <li>- No parents to come into school without prior appointments only for meetings deemed essential. All contact with teachers should be initiated via email or telephone call. Parents to understand that teachers will contact as soon as possible but will be after school. No discussion before school - Mr. R /office member to ensure messages are passed on when on gate.</li> <li>- To avoid groups coming together, only one parent/carer to come to school to drop child off.</li> <li>- Stagger drop off and collection times. Mr. R, E.B and 1 x office staff member to co-ordinate outside. Minimal staff outside to ensure children are distancing inside building.</li> <li>- Drop off: <b>KS2 siblings will arrive at 8.47am.</b></li> <li>- Pick up: <b>KS1 siblings will leave at older siblings time.</b></li> <li>- Staff must maintain a 2m distance from each other and should aim not to mix with staff from other groups other than at a distance. <b>A maximum of 4 staff should use the staff room at any 1 time.</b></li> <li>- <b>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres and regularly sanitise.</b></li> <li>- <b>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</b></li> <li>- Staff members to use normal toilets but must ensure ladies use 1 at a time - ensure signage is clear on door.</li> </ul>	<p>-Parent protocol to be sent out <b>again for whole return.</b></p> <table border="1"> <thead> <tr> <th>Year group</th> <th>Drop off / Pick up time</th> <th>Pick up location</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>9.00am - 3.20pm</td> <td rowspan="3">Teacher to leave school with all children and walk to main gate</td> </tr> <tr> <td>5</td> <td>9.00am - 3.20pm</td> </tr> <tr> <td>4</td> <td>8.55am - 3.15pm</td> </tr> <tr> <td>3</td> <td>8.55am - 3.15pm</td> <td rowspan="2">Leave via Bottom KS2 gates and leave at main gate.</td> </tr> <tr> <td>2</td> <td>8.50am - 3.10pm</td> </tr> <tr> <td>1</td> <td>8.50am - 3.10pm</td> <td>Teacher to leave school via the office entrance and use opposite side of lines to year 2. Main gate pick up</td> </tr> <tr> <td>R</td> <td>8.50am - 3.10pm</td> <td>Reception gate and then pedestrian gate</td> </tr> <tr> <td>N</td> <td>9.00am - 3.00pm</td> <td>Reception gate and then pedestrian gate</td> </tr> </tbody> </table> <p><b>**It will be essential to identify which siblings are in which classes so that we are aware of who will leave school when. Once identified, staff will take children to the gate at the allocated later times.**</b></p>	Year group	Drop off / Pick up time	Pick up location	6	9.00am - 3.20pm	Teacher to leave school with all children and walk to main gate	5	9.00am - 3.20pm	4	8.55am - 3.15pm	3	8.55am - 3.15pm	Leave via Bottom KS2 gates and leave at main gate.	2	8.50am - 3.10pm	1	8.50am - 3.10pm	Teacher to leave school via the office entrance and use opposite side of lines to year 2. Main gate pick up	R	8.50am - 3.10pm	Reception gate and then pedestrian gate	N	9.00am - 3.00pm	Reception gate and then pedestrian gate	Parent protocol to be sent <b>again to all (SR to sort - complete Sept 20)</b>
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Lack of sufficient staffing  High	Staff Pupils	<p><b>11. Reduced Staffing implications</b></p> <p><i>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff.</i></p> <p><i>Teaching assistants can be deployed to lead class bubbles under the direction of a teacher.</i></p> <p>Office staff not allocated to any bubble group.</p> <p>If any safeguarding concerns, please follow safeguarding protocol as required through My Concern and inform DSL: Mr. Russell / DDSL: Mrs. Bryan as soon as possible.</p> <p>If unavailable, staff can make referrals directly to First Response 0800 1313 126. Out of hours- 0345 604 2886</p>	<p><b>**Walk home list needs identified so staff are aware of who can walk home alone. Please ensure parents inform office of changes to collection.**</b></p> <p>If school based staff become ill or self-isolate, alternative staffing will be required. This will be the headteacher in the first instance <i>when not teaching own class</i>, ensuring social distancing.</p> <p>If staffing continues to drop and the school can no longer safely continue provision, the school will seek support from the Trust.</p> <p><i>If insufficient staff in school, we will look source internal cover or source external supply.</i></p>	

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Risk of Spread of infection during close contact  Med	Staff Pupils	<p><b>12. Where close contact is unavoidable Intimate Care</b></p> <p>Wherever possible, staff to encourage children to undertake self-care and staff to direct from a minimum distance of 2m. Where this is not possible, staff should wear disposable gloves, a disposable apron and if possible, cover their mouths</p>	All protective equipment being purchased in preparation for opening.	

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		<p>with a mask to support the intimate care. Once completed, all disposable protective equipment should be disposed of by double bagging and hands should be thoroughly washed by the staff member and child.</p> <p><b>First Aid</b> Staff members should try to have minimal physical contact. They should wear gloves and an apron (where available). Once first aid has been administered a thorough hand wash for staff and pupils needs to take place. (Follow intimate care protocol if required).</p> <p><b>Supporting pupils with physical needs</b> Wherever possible, physical contact should be kept to a minimum with gloves being worn (where available). If 1-1 required, ensure this is at distance. Regular handwashing should be an action following all physical contact and room thoroughly cleaned between children.</p>		
What are the hazards? Risk Level	Who might be harmed and how?	What are you already doing? List the control measures already in place	What further action / information to be considered?	Action to Complete by who Date
Loss of Education Low	Pupils	<p><b><u>13. Continuation of learning for those children who are not attending school</u></b></p> <p>Where a group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we will offer immediate education.</p> <p>- Tasks and learning activities will be provided by the classteacher in the form of a basic skills pack.</p> <p>- Pupils and teachers can keep in touch by using Teams.</p>	Additional website links and online learning opportunities can also be added to class pages.	

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Online Safeguarding Concerns  Low	Pupils Staff	<p><b>14. Online learning concerns for pupils at home if a bubble has to isolate - Remote Education</b></p> <p>The school has written a remote learning policy to support pupil learning. This is to be used in conjunction with a bubble pack and supports government directives as follows:</p> <p>Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. All pupils not physically unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) should have access to remote education by the next school day. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong offer in place for remote education provision.</p> <p>In developing their remote education, we expect schools to:</p> <ul style="list-style-type: none"> <li>teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject</li> <li>use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations</li> <li>give access to high quality remote education resources</li> <li>select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use</li> </ul>	<p>When teaching pupils remotely, we expect schools to:</p> <ul style="list-style-type: none"> <li>set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</li> <li>set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: <ul style="list-style-type: none"> <li>primary: 3 hours a day, on average, across the school cohort</li> <li>secondary: 4 hours a day, with more for pupils working towards formal qualifications this year</li> </ul> </li> <li>provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos</li> <li>have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern</li> <li>gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate</li> <li>enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</li> </ul>	

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		<ul style="list-style-type: none"> <li>provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</li> <li>recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs.</li> </ul>		
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Disruption to normal curriculum experiences.	Pupils	<p><b>15. Curriculum</b></p> <ul style="list-style-type: none"> <li>Education is not optional. All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</li> <li><b>The curriculum remains broad and ambitious</b></li> <li>All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</li> <li>Where needed, remote education is high-quality and safe, and aligns as closely as possible with in-school provision. Schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</li> <li><b>Priority will be given to supporting pupils' emotional wellbeing in the first instance.</b> EB facilitated well-being questionnaire.</li> <li>Teachers and early years practitioners may consider focusing more on the prime areas of education, including communication and language, personal, social and emotional development, and physical development to support catch up following time out due to coronavirus (COVID-19). For pupils in reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary and consider how all</li> </ul>	<p>Curriculum training to be carried with staff on INSET day.</p> <p>TIME interventions facilitated in Phonics and Maths lead by E.P.</p> <p><b>Core leaders to establish needs for first term in September.</b> Baseline re-test the children (PIRA, PUMA etc) to consider identifying where children are in their learning.</p> <p><b>Catch-up support</b> A <u>package worth £1 billion</u> to ensure that schools have the resources they need to help all pupils make up for lost teaching time, with extra support for those who need it most. A Covid Catch plan has been written by the school and posted on the website. A new Pupil Premium reading lead has been employed by the school to support vulnerable children with catch up.</p> <p><b>Primary assessment</b> To recognise the challenges that primary schools are facing, primary assessments in summer 2021 will focus on</p>	

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		<p>groups of children can be given equal opportunities for outdoor education.</p> <ul style="list-style-type: none"> <li>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.</li> <li>No whole school assemblies will take place (consider class based) or large gatherings e.g. Parent workshops / inspire workshops.</li> <li>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</li> <li>Schools can hold PE lessons indoors but outdoor sports should be prioritised where possible. Schools must only provide team sports on the list available at <a href="#">return to recreational team sport framework</a>.</li> </ul>	<p>assessments in phonics, English reading and writing, and mathematics.</p> <p>The key stage 1 tests in English reading and mathematics, and the English grammar, punctuation and spelling tests at key stage 1 and 2 will be removed for one year.</p>	
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Emergency Evacuation	Pupils Staff	<p><b>16. Emergency Evacuation Procedures</b></p> <p>If in the event of a fire, we need to exit the building quickly and will congregate in our usual place distanced apart.</p> <p>One fire practise have already been undertaken and a further practise will take place in the Autumn term - Completed.</p>	<p>Consider Risk Assessment for Nursery children with learning needs. Nursery staff told of evacuation Autumn 2020.</p> <p>NEXT DRILL - Spring 2020.</p>	<p>Fire drills to be recorded. Recorded- Autumn 2020- 2m 27s.</p>

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Loss of food provision Low	Pupils	<b>17. Pupils eligible for free school meals</b> Vouchers were presented to parents on Free school meals children during October half term.  Vouchers will also be actioned for the Christmas break but must be managed by the school if any issues.	If a P.P child has to self-isolate then a food parcel will be provided by the Catering team.	
Risk of transferring the virus from or to Contractors Low	Staff Pupils Contractors	<b>18. Managing contractors and visitors</b> -If visitors are essential, they must abide by all of the control measures set out in this risk assessment and they must remain at least 2-metres away from staff and children at all times. -Visitors, including parents, will only be allowed into the school building by prior appointment and only for essential needs. -Telephone communication will be the method of choice.	During Lockdown and Tier 4 measures, visitors were kept to a minimum to ensure safety.	

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Mental Health and Wellbeing of staff Med	Staff Pupils	<b>19. Managing wellbeing of pupils and workload of staff</b> - Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers.	For staff, well-being champion to source materials from Health and Wellbeing service to share with all staff members.  EDUCATIONAL SUPPORT OFFERING FREE COUNSELLING ON THEMES SUCH AS ANXIETY, GRIEF AND ISOLATION:	

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	<ul style="list-style-type: none"> <li>- Local authorities have received funding to employ skilled staff to deliver the training to schools and provide ongoing advice and support from the autumn until March 2021.</li> <li>- Schools can prepare by nominating a lead to receive the training, and who will then have the capability to disseminate the learning and practice to staff and pupils within the school.</li> <li>- All staff consulted and encouraged to contribute regularly on the safety measures in place.</li> <li>- 10% PPA will be protected. No ½ day closure on Wednesday.</li> <li>- Management time will also be provided wherever possible.</li> <li>- Additional Forest school and sports coaching will also be completed during Friday Enrichment time.</li> <li>- Staff Whatsapp group to keep the social element of school going set up by Well-being Champion.</li> <li>- Wellbeing champion to keep regular contact with staff members via daily check in, Whatsapp and/or email.</li> <li>- Weekly virtual briefing messages will be sent to all staff about any updates and/or issues to share.</li> <li>-Staff questionnaire sent out at end of Autumn 1 to source staff thoughts and then actions and changes put in place for Well-being purposed.</li> <li>-Trust Covid 19 page used for Headteachers to link with the Trust and the ELT.</li> <li>- Regular Trust meeting fortnightly in place to share common thoughts and share best practice.</li> </ul>	<p>08000 562 561</p> <p>Sam Lewis (Trust Mental Health Lead) also available for counselling if required by any person in school or can access links with Choices.</p>	
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Protecting vulnerable groups of children who are not in school.  Low	Pupils	<p><b>20. Vulnerable groups</b></p> <p>Some pupils with SEND will need specific help and preparation for the changes to routine that this will involve, so SENDCO will make plans to meet those needs. AW now completing SENDco qualification and AB to be more involved in SEND processes to ensure a clear focus and strategic thought is promoted.</p> <p>All vulnerable children both identified or 'new' vulnerable to be identified in the first 2 weeks and a programme of support put in place at school level - Hope and Angels and Trust level - Sam Lewis.</p>	Staff to communicate any needs to Mrs. Bryan linked to well-being and any new vulnerable children.	
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Risk management for a confirmed case of COVID-19 in school.  Med	Pupils Staff	<p><b>21. What to do if a pupil is displaying symptoms of coronavirus (COVID-19) - Suspected or confirmed cases</b></p> <p>If anyone in school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home or should not come into school. They are advised to follow the <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>. This sets out that they must:</p> <ul style="list-style-type: none"> <li>self-isolate for at least 10 days</li> <li>arrange to have a <a href="#">test to see if they have coronavirus (COVID-19)</a>, regardless of age</li> </ul> <p><b>Action list:</b></p> <p>1) In an emergency, school will call 999 if a child is seriously ill or injured or their life is at risk.</p>	<p><b>Tests for COVID-19</b></p> <p>Two types of test are currently being used to detect if someone has COVID-19:</p> <ul style="list-style-type: none"> <li>Polymerase Chain Reaction (PCR) tests</li> </ul>	

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Changes during Spring in green





# Fierté Multi Academy Trust

## Ankermoor Primary Academy



2) Parents will be contacted immediately after assessment. While the pupil is awaiting collection, they will be moved to an isolated room (head's office) with an open window for ventilation. If it is not possible to isolate them, they will move to an area, which is at least 2 metres away from other people.

3) Staff caring for a pupil, while they are awaiting collection, will maintain 2 metre distancing. If this is not possible, for example with a young child, they should wear suitable PPE:

Situation	PPE
2m distance cannot be maintained	A face mask should be worn
Contact is necessary	Gloves, an apron and a face mask should be worn
Risk of fluids entering the eye (e.g. from coughing, spitting or vomiting)	Eye protection should also be worn

4) If the pupil needs to go to the bathroom, while waiting to be collected, they will use a separate bathroom (male toilet). The toilet will be cleaned and disinfected using onsite cleaning products before being used by anyone else.

5) Parents to collect pupil and take them home as soon as possible. The child, young person or staff member will then be advised to self-isolate for 10 days. Their fellow household members should also self-isolate for 10-days. Refer them to the [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#).

6) Staff/other pupils who have had contact with the symptomatic pupil must wash their hands thoroughly for 20 seconds.

7) When parents pick up the pupil, they will be advised to get the pupil tested as soon as possible and notify school of the results. (<https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>). All staff and pupils who attend an education or childcare setting will have access to a test if they display symptoms of coronavirus:

- For staff members, a test is requested by emailing: [covid19workforce@northstaffs.nhs.uk](mailto:covid19workforce@northstaffs.nhs.uk)
- For pupils and their families, they should call 119 arrange testing.

8) Once the pupil has left the premises, surfaces and contact points that the pupil came into contact with will be thoroughly disinfected and cleaned (including the bathroom if used).

9) If parents have not updated school, school will ring to check on the child / household over the coming days. Please keep in touch.

10) *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*

- Lateral Flow Device (LFD) tests

PCR tests detect the RNA (ribonucleic acid, the genetic material) of a virus. PCR tests are the most reliable COVID-19 tests. It takes some time to get the results because they are usually processed in a laboratory.

LFD tests detect proteins in the coronavirus and work in a similar way to a pregnancy test. They are simple and quick to use. LFD tests are not as accurate as PCR tests and are mainly used in people who do not have symptoms of COVID-19. Anyone who has a positive LFD test should have a PCR test to confirm the result within 48 hours.

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	<p>temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should all self-isolate for the full 10 days from the day after the individual tested positive. All people in school who have been in close contact with the person during the period that they were infectious, must ensure they are asked to self-isolate.</p> <p>11) <b>If someone with symptoms tests negative for coronavirus (COVID-19), then they should stay at home until they are recovered from their illness but can safely return thereafter. The only exception to return, following a negative test result, is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact.</b></p> <p>12) Engage with the <a href="#">NHS Test and Trace</a> process.</p> <p>13) Parents must provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace.</p> <p>13) <a href="#">Self-isolate</a> if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19).</p>		
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What are the hazards? Risk Level	Who might be harmed and how?	What are you already doing? List the control measures already in place	What further action / information to be considered?	Action to Complete by who Date
<p>Risk management for a confirmed case of COVID-19 in school.</p> <p>Med</p>	Pupils and staff	<p><b><u>22. Manage confirmed cases of coronavirus (COVID-amongst the school community).</u></b></p> <p>1. Schools must take swift action when you become aware that someone who has attended your setting has tested positive for coronavirus (COVID-19).</p> <p>2. Schools can contact the dedicated advice service, introduced by Public Health England and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.</p> <p>3. If, following triage, further expert advice is required the adviser will escalate the call to the PHE local health protection team (HPT).</p> <p>4. The advice service (or HPT if escalated) will work with schools to carry out a rapid risk assessment and identify appropriate next steps.</p> <p>5. With support from the advice service or HPT, identify close contacts of the symptomatic individual. Contact tracers will inform contacts that they need to self-isolate for 10 days from</p>	The advice service (or PHE local health protection team if escalated) will work with schools to guide them through the actions they need to take. Based on their advice, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious. Close contact means: •direct close contacts - face to face contact with an infected	

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		<p>the day after contact with the individual tested positive, in line with guidance for households with possible or confirmed coronavirus (COVID-19) infection.</p> <p>6. School should report all confirmed, positive cases, using the online attendance form daily return. School should also inform your local authority of confirmed cases of coronavirus (COVID-19)</p> <p>7..For pupils who are isolating, access to remote provision will be provided so that they can continue to learn remotely.</p> <p>8. A template letter will be provided to schools, by the advice service or the health protection team, to send to parents and staff if needed.</p> <p>9. Schools must not share the names of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10-days from the day after contact with the individual who tested positive they should follow <u>guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>. They should get a test, and:</p> <ul style="list-style-type: none"> <li>- if someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.</li> <li>- if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following <u>guidance for households with possible or confirmed coronavirus (COVID-19) infection</u></li> </ul> <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p>	<p>individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</p> <ul style="list-style-type: none"> <li>•proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>•travelling in a small vehicle, like a car, with an infected person</li> </ul> <p>The advice service (or PHE local health protection team if escalated) will provide definitive advice on who must be sent home.</p>	
<p>What are the hazards? Risk Level</p>	<p>Who might be harmed and how?</p>	<p>What are you already doing? List the control measures already in place</p>	<p>What further action / information to be considered?</p>	<p>Action to Complete by who Date</p>

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<p>Risk management for a confirmed case of COVID-19 in school. Med</p>	<p>Pupils and staff</p>	<p><b><u>23. Contain any outbreak by following local health protection team advice</u></b></p> <p>If schools have two or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure - perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p>		
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**This is an ever-changing situation and this risk assessment will be reviewed to reflect any changes in guidance.**

Signature of assessor: 

Print Name: Simon Russell

Useful Websites and contact details:

<https://www.nhs.uk/conditions/coronavirus-covid-19/>

<https://www.gov.uk/government/organisations/public-health-england>

DFE helpline- 0800 0468687 option 1

Staffordshire Local Outbreak team: 01785 854004

Public Health England- 0207654800

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Tier 4 from December 30<sup>th</sup> 2020

**CORONAVIRUS TIER 4**

# STAY AT HOME

[gov.uk/coronavirus](https://gov.uk/coronavirus)

**Around 1 in 3 people with Covid-19 have no symptoms** so will be spreading the virus without realising. We must all take action to protect each other and our hospital capacity.

<b>MEETING FRIENDS AND FAMILY</b>	No household mixing, aside from support bubbles and two people meeting in public outdoor spaces.	<b>BARS, PUBS AND RESTAURANTS</b>	Hospitality closed, aside from sales by takeaway, drive through or delivery.	<b>RETAIL</b>	Essential shops can open. Non-essential retail must close and can only open for click-and-collect and delivery.	<b>WORK AND BUSINESS</b>	Everyone must work from home unless they are unable to do so.
<b>EDUCATION</b>	Early years settings, schools, colleges and universities open during term time. Registered childcare, other supervised activities for childcare purposes, and childcare bubbles permitted.	<b>INDOOR LEISURE</b>	Closed.	<b>ACCOMMODATION</b>	Closed (with limited exceptions)	<b>PERSONAL CARE</b>	Closed.
<b>OVERNIGHT STAYS</b>	You must not stay overnight away from home. Limited exceptions apply.	<b>WEDDINGS AND FUNERALS</b>	Funerals of up to 30 people permitted. Wakes and other limited ceremonial events can continue in a group of up to six. Weddings of up to six can continue in exceptional circumstances.	<b>ENTERTAINMENT</b>	Indoor entertainment closed. Some outdoor attractions may remain open.	<b>PLACES OF WORSHIP</b>	Open for private prayer and communal worship, but cannot interact with anyone outside household or support bubble.
<b>TRAVELLING</b>	You must stay at home and only travel for work, education or other legally permitted reasons. If you must travel, you should stay local and reduce the number of journeys you make. You must not leave a Tier 4 area or stay overnight away from home. Residents in Tiers 1 - 3 should not enter Tier 4 areas. Do not travel abroad if you live in a Tier 4 area unless an exemption applies.	<b>EXERCISE</b>	You can leave your home to exercise by yourself, with your household or support bubble, or with one person from another household. Outdoor sport allowed but gatherings limit applies except for youth and disabled sport.	<b>RESIDENTIAL CARE</b>	You can visit relatives in care homes with COVID-secure arrangements such as substantial screens, visiting pods, and window visits.	<b>CLINICALLY EXTREMELY VULNERABLE</b>	The Clinically Extremely Vulnerable are advised to stay at home as much as possible, except to go outdoors for exercise or to attend health appointments.

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