

For: COVID 19-Implementing protective measures	
Group Size: Depending on demand	Accompanying Staff: Sessional staff
	First Aiders:
Year / Age Group: 5-11yr olds	Group Checked for
Ratio: 1-7	SEN Y / N Special Medical Needs Y / N Special Dietary Needs Y / N

POTENTIAL HAZARDS	RISK RATING High/ Medium/ Low	CONTROL MEASURES	RESIDUAL RISK OUTCOME High/ Medium/ Low
Establishing if the building is safe.	Medium	<p>Building and classroom Risk Assessments are undertaken for all areas of the school that YPM will be using during ASC.</p> <p>Risk assessments are updated or undertaken before the school reopens.</p> <p>Clear procedures for when children and staff enter and leave school building.</p>	Low

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		<p>Clear guidelines for staff and children for movement around the school during collections, activities, toilet runs, breaks and collection by parents.</p> <p>All staff expected to report any health and safety breach immediately to management/premises officer.</p> <p>Recap of key messages to form part of staff briefing on their first day back on site.</p> <p>Where water systems have not been maintained throughout lockdown, ensure school have chlorination, flushing and certification by a specialist contractor. CONFIRMED BY PREMISES OFFICER</p>	
First Aid/Designated Safeguarding Leads	Medium	<p>All groups of children should have designated first aider within their group/bubble.</p> <p>If not possible due to staff sickness, injured child must be taken to the DSL and they will assist the child following the correct guidelines.</p>	Low
Organisation of hall, classrooms and communal areas	Medium	<p>No more than 15 children and 2 adults in a bubble.</p> <p>Any surplus furniture including 'spare' chairs removed and area de-cluttered.</p>	Low

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		<p>Clear age appropriate signage displayed in classrooms and around the school promoting social distancing.</p> <p>Ensure group/bubble and staff stay together consistently and do not mix or blend with other group/bubble- carefully timetabled to maintain the integrity of the 'bubbles'.</p> <p>Each bubble will have their own allocated breaks, activity times and snack times, to avoid mixing with other bubbles.</p>	
Safety of area's being used by YPM.	Medium	<p>Each area compliant with social distancing measures (where possible) and in line with local and government guidance.</p> <p>All furniture not in use has been removed from areas into safe storage.</p> <p>Removal of shared resources that are not easy to clean e.g. wooden blocks, soft toys etc.</p> <p>Staff are working with the children to ensure that children are supporting the additional cleaning of the resources and supporting their understanding of its importance.</p>	Low

		<p>Where children are using ICT equipment, this will be wiped both before and after use, using appropriate cleaning product/wipes.</p> <p>Cleaning equipment in areas to support with good hygiene.</p> <p>Each bubble will have their own resource kit and resources will be wiped and cleaned after use.</p> <p>Where children are using shared resources e.g. for the play-based curriculum to support interaction in EYFS, resources that are easy to clean (plastic) are being used and systems are set up within the classroom to ensure cleaning following use.</p> <p>Windows in the classrooms to remain open to increase ventilation.</p> <p>Staffs to open windows before children arrive on site to ensure a well ventilated room.</p> <p>Large gatherings of pupils and/or staff are prohibited; compliance is supported by signage, training and monitoring.</p> <p>Staff rooms have been reviewed and appropriate configurations of furniture and</p>	
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		<p>workstations have been put in place to allow for social distancing and good hygiene routines.</p> <p>Staff is discouraged from congregating in communal spaces and are required to eat observing social distance alone or with their designated team.</p> <p>Changes to use of shared kitchen resources. Staff to be requested to bring in their own equipment and to wash up any equipment before and after use and clear guidance issued for the staff for safe staffroom protocols.</p> <p>Arrangements are reviewed on a weekly basis (in the first instance daily).</p>	
<p>Availability of staff and group sizes: How will the After School Club be managed if sufficient staff are not available?</p>	<p>Medium</p>	<p>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</p> <p>Any staff member who is identified as clinically extremely vulnerable is not permitted onto school premises.</p> <p>Staff members who are clinically vulnerable are strongly advised to stay at home.</p> <p>Through training staff will be made aware of the current symptom checker for Covid-19, including high temperature, persistent cough</p>	<p>Low</p>

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		<p>and loss of taste and smell and understand that they are not permitted to attend school if they or a household member is symptomatic.</p> <p>All staff is aware of the testing procedure and reports their illness or the illness of a household member immediately to enable testing to take place immediately.</p> <p>Once the result has been sent to staff member, it is their duty to inform YPM of outcome (48 hours for test on site, 72 hours for home test).</p> <p>Key members of staff (Management) to support with staff absence where and when needed.</p> <p>Staff to follow YPM absence reporting procedures.</p> <p>An appropriate hierarchy of deputation is in place should a senior leader be unavailable. This will include CEO, Managers and project co-ordinators.</p>	
<p>Carrying out Risk assessments Key consideration Critically vulnerable BAME staff</p>	<p>Medium</p>	<p>Follow PHE (Public health England) guidance for key vulnerable groups.</p> <p>Very clear messaging around the expectation to follow the PHE guidance and a collective responsibility to achieve the appropriate outcome for staff.</p>	<p>Low</p>

		<p>No visitors on site (other than for essential statutory work and by appointment).</p> <p>Guidance developed for any visitors who are attending site for statutory meetings regarding their responsibilities when on site to follow strict social distancing guidelines.</p> <p>Site Managers- access to PPE when completing tasks with contractors or visitors.</p> <p>Key information sharing on orientation days around movement around the school, PPE, Covid response strategy.</p> <p>YPM have completed a risk assessment for all BAME staff.</p> <p>Following BAMEEd Network guidance, additional individual risk assessments to support safe working practices have been put in place for members of BAME staff who are identified as greater risk due to their age.</p>	
<p>Working with children /young people/adults in face to face settings etc.</p>	<p>Medium</p>	<p>Controls to reduce risk of transmission whilst in school/ Increased risk of transmission of covid-19 in the case of an asymptomatic carrier:</p> <p>Children to be grouped in consistent bubbles with consistent staff members throughout the course of the days/weeks, wherever possible. If a member of staff needs to be covered, this will be done consistently by one person on the</p>	<p>Low</p>

		<p>given day and this person will be particularly vigilant of social distancing and additional measures in place to mitigate risk.</p> <p>Any child or member of staff showing any symptoms to stay at home or if starting to display symptoms in school building, will move to the allocated isolation room. Where appropriate for older children, symptomatic children and symptomatic staff will wear a face mask when moving around the school building.</p> <p>Organisation of the after school club day: staggered start times, snack and play times so that all children remain in their bubbles throughout the duration.</p> <p>Access to site: No parents are permitted on site, staff will bring child/children to main school gate for collection ; no visitors to the site other than to carry out essential work or for statutory meetings that cannot be held virtually.</p> <p>Regular information sharing sent to parents.</p> <p>Controls to reduce risk of transmission whilst in school/ Organisation of the school day: Children to be grouped in consistent bubbles with consistent staff members throughout the course of the week/term, wherever possible. If a member of staff needs to be covered, this will be done consistently by one person on the</p>	
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		<p>given day and this person will be particularly vigilant of social distancing and additional measures in place to mitigate risk.</p> <p>Any child or member of staff showing any symptoms to stay at home or if starting to display symptoms in school, will move to the allocated isolation room. Where appropriate for older children, symptomatic children and symptomatic staff will wear a face mask when moving around the school building.</p> <p>Staggered start times, snack and play times so that all children remain in their bubbles throughout the duration.</p> <p>Access to site: No parents are permitted on site, staff will bring child/children to main school gate for collection ; no visitors to the site other than to carry out essential work or for statutory meetings that cannot be held virtually.</p>	
<p>Travel to and from after school club in the Covid recovery period, Members of staff travelling to work using public transport.</p> <p>Current government guidance is to try and avoid use of public transport during peak periods</p>	<p>Medium</p>	<p>Encourage staff to walk or cycle to work where possible; make provision for additional space for bike storage as needed. For members of staff reliant on public transport, discuss allocating them to a group with a start/end time that allows them to avoid peak travel. Discussions with staff using public transport regarding their preferred start/end time linked to the route and pressures on the route they are taking. Flexibility with regard to this to</p>	<p>Low</p>

		<p>support staff members to travel as safely as possible.</p> <p>Where necessary, complete risk assessment for staff using public transport.</p> <p>Staff should avoid using public transport where possible. Instead they should try to walk, cycle, or drive. If they do travel, they have to think carefully about the times, routes and ways they travel. This will mean they will have more space to stay safe. To enable staff to cycle if they wish:</p> <p>Cycle storage is available on all after school club sites.</p> <p>Staff may take advantage of schemes such as https://www.lambeth.gov.uk/parkingtransport-and-streets/cycling/trybefore-you-bike-new-scheme.</p> <p>If staff is choosing to drive to work, they should be aware of potential road closures or alterations enacted by TFL.</p>	
<p>Testing and managing symptoms</p> <p>Testing is not used effectively to help manage staffing levels and support staff wellbeing.</p>	<p>Medium</p>	<p>Guidance on accessing a priority test for symptomatic household members has been brought to the attention of all staff and will be shared regularly.</p>	<p>Low</p>

<p>Infection transmission within summer camp due to staff/pupils (or members of their household) displaying symptoms</p> <p>Staff, children and parents are not aware of the summer camp's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19</p> <p>Staff, children and parents are not aware of the summer camp's procedures should there be a confirmed case of COVID-19 in the school</p>		<p>Staff shares the outcome of the test with their employer and self-isolate if and when necessary.</p> <p>Parents requested to complete and share the outcome of a test in regards to themselves, their child that attends after school club or a person within their household with YPM staff.</p> <p>Children, parents and staff are aware of what steps to take if they, or any member of their household, display symptoms.</p> <p>Procedures are in place to deal with any child or staff displaying symptoms at after school club. This includes safe isolation procedures, departure and cleaning. Staff member will call a parent to collect the symptomatic child. Well-ventilated isolation rooms have been identified on site. Full PPE is located in the isolation rooms to support staff in case of a child who needs additional support whilst isolating. Symptomatic staff and, where appropriate for older children, symptomatic pupils to wear face masks when moving around the building.</p> <p>PPE is available for staff if a safe distance can't be maintained when supporting a child who is isolating. Access PHE video to support all staff</p>	
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		<p>on the safe disposal of PPE during the training day. Posters on display in key areas.</p> <p>Once child is collected the isolation room is to be deep cleaned.</p> <p>A record of any COVID-19 symptoms in staff or children is reported to the local authority. Public health advice is followed at all times in the case of staff/children displaying symptoms or in the case of a positive test for covid-19.</p> <p>Staff, children and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented during after school club.</p> <p>This guidance has been explained to staff and children as part of the induction and training process.</p> <p>Staff to remind children of key information.</p> <p>Clear signage around the school building and in all areas that are being used by YPM.</p>	
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		<p>Any updates or changes to public health guidance are communicated in a timely and effective way to all staff and partners.</p> <p>Staff, children and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented during after school club.</p> <p>Procedures on how to support our more vulnerable families with this process. Staff available to support with booking tests, information sharing around testing facilities and the process to eliminate anxiety.</p> <p>This guidance has been explained to staff and children as part of the induction process.</p>	
<p>Working face-to face in areas/when administering first aid.</p> <p>Increased risk of transmission of covid-19 in the case of an asymptomatic carrier.</p>	<p>Medium</p>	<p>Where face-to-face contact is essential, this should be kept to 15 minutes or less whenever possible, contact should be side by side, or with adult standing behind child. Adult should maintain height difference, and not interact with children by kneeling or crouching below the child's face level.</p> <p>PPE has been provided in cases where first aid needs to be administered involving close face to-face contact. Goggles are located in key areas in the building in case of serious injury</p>	<p>Low</p>

		<p>where first aid needs to be administered for a prolonged period of time. Where appropriate, older children may be asked by the member of staff to wear a face mask when first aid is being administered for a prolonged period of time so as to further reduce risk of transmission.</p> <p>Cleaning materials are provided in all areas used to enable additional cleaning of surfaces and frequent contact points throughout the duration of after school club. Children should be taught to carry out this process, taking responsibility for their own safety if this is age appropriate. Adults should clean surfaces in the areas regularly. Adults or children doing this should use disposable paper, cleaning liquid, and place paper in lidded bin after use. They should then wash their hands.</p>	
<p>Attendance of vulnerable children.</p>	<p>Medium</p>	<p>YPM will liaise with the school to identify children who need to develop early learning skills, are experiencing emotional withdrawal or anxiety is identified and provision discussed.</p> <p>Children with significant underlying health conditions that place them at higher risk, individual risk assessment will be carried out as well as liaising with the school.</p>	<p>Low</p>

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		Children where a household member is identified as clinically vulnerable or clinically extremely vulnerable, individual risk assessment will be carried out as well as liaising with the school.	
<p>Staff induction and CPD.</p> <p>Staffs are not trained in the safe wearing and disposal of PPE.</p> <p>Social distancing guidelines do not allow staff to support children if they become upset.</p>	Medium	<p>Staff to watch the PHE video on wearing and disposing of PPE following the PHE guidance at the training day. Link provided in training and all staff requested to watch it. Posters demonstrating the safe removal of PPE on display in key areas around the school during summer camp.</p> <p>During staff training, staff to be informed of strategies to support with distancing e.g. side to side hug. Where face-to-face contact is essential, this should be kept to 15 minutes or less whenever possible, contact should be side by side if a child is extremely distressed, or with adult standing behind child. Adult should maintain height difference, and not interact with children by kneeling or crouching below the child's face level, wherever possible.</p>	Low
<p>Communication strategy.</p> <p>Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health</p>	Medium	<p>Communications strategies for the following groups are in place:</p> <p>Staff- emails, phone calls and face to face (socially distant) training, amended code of conduct. All staff will have a briefing conducted by the site manager to support on site communications.</p>	Low

<p>There is a lack of clarity and understanding in maintaining social distancing and good hygiene.</p> <p>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school.</p> <p>Parents and carers may not fully understand their responsibilities should a member of their household or a child show symptoms of COVID-19</p>		<p>Staff will remind children each morning/afternoon of key information and any updated information. Parents- emails, texts and face to face (Social distancing).</p> <p>Other partners including peripatetic staff and other professionals - sharing key information via email and phone calls, where appropriate.</p> <p>Clear signage is in place at all school entrances, reception, toilets, washing, social and communal areas promoting social distancing, good handwashing and 'catch it bin it' rules.</p> <p>Clear floor markings identify 2 metre spaces and routes to ensure safe distancing when travelling in and around the building or the external environment, including arrival and leaving procedures.</p> <p>All systems and procedures are visibly modelled by leaders and routinely monitored and reviewed throughout the sessions.</p> <p>Timetable of activities have been developed for children that will be delivered during the after school club.</p> <p>As part of the overall communications strategy referenced, parents are kept up to date with</p>	
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		<p>information, guidance and the after school club's expectations prior to the children being on site using a range of communication tools- emails, texts, and phone calls.</p> <p>Key messages in line with government guidance are reinforced on a weekly basis via email, text and phone calls.</p>	
<p>Planning movement around the school.</p> <p>Movement around the school risks breaching social distancing guidelines</p>	<p>Medium</p>	<p>One-way systems are in place where possible. Where not possible, clear signage explains safe usage and will be part of the staff training day. Corridors are divided where feasible. Where not possible, clear signage explains safe usage and will be part of the staff training day.</p> <p>Appropriate signage is in place to clarify circulation routes.</p> <p>Movement of children around school is minimised as much as possible, and utilising any external environments that are available.</p> <p>Children are regularly briefed regarding observing social distancing guidance.</p> <p>Appropriate levels of supervision and guidance are in place and regular reviews are undertaken, including daily briefings and debriefs with staff.</p>	<p>Low</p>

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<p>Management of social distancing in entrance and collection areas.</p> <p>Groups of people gather in entrances (parents, visitors, deliveries) which risks breaching social distancing guidelines.</p>	<p>Medium</p>	<p>No visitors are allowed on the premises without a pre-arranged appointment.</p> <p>Any visitors are provided with clear guidelines on behaviours whilst on premises – ideally sent electronically in advance of the visit.</p> <p>Non-contact signing in arrangements is in place that does not require writing or electronic entry by the visitor- hand sanitiser and clear indication of the closest handwashing facility to be available next to signing in.</p> <p>Social distancing points are clearly set out, using floor markings, continuing outside where necessary.</p> <p>Social distancing guidance is clearly displayed to protect front of house staff (e.g. distance from person stood at front of house). Visitors to write on visitor badge; areas for delivery drop off rather than handing over to staff.</p> <p>Non-essential deliveries and visitors to school are minimised.</p> <p>Arrangements are in place for segregation of visitors with clear markings in waiting area.</p>	<p>Low</p>
<p>Contractors working on the school site.</p>	<p>Medium</p>	<p>There are not any scheduled contractors coming on site during the 4 weeks. Rosendale school will contact YPM should contractors</p>	<p>Low</p>

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<p>Contractor's onsite whilst school is in operation may pose a risk to social distancing and infection control.</p>		<p>need to access and YPM will implement additional control measures.</p>	
<p>Safe entry and exit to the school site.</p> <p>The start and end of the school day create risks of breaching social distancing guidelines.</p> <p>Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply.</p>	<p>Medium</p>	<p>Parents have clear information on drop-off, pick up procedures whether on foot or driving with clear signage in place only one parent at drop off and pick up.</p> <p>Start and departure times are staggered to reduce gatherings and risk of breach.</p> <p>Parents are encouraged to walk/cycle to school rather than take public transport.</p> <p>All available safe exits are utilised to leave the school building, with clear safeguarding procedures in place to ensure children are handed over to their parents- 2 metres distancing in playground to mark safe distancing, staff takes child to meet their parent at the main school gate at the end of the session/when parent arrives.</p> <p>Segregation of groups through clear markings.</p> <p>Floor markings are visible where it is necessary to manage any queuing.</p> <p>Start and finish times are staggered. The use of available entrances and exits is maximised.</p>	<p>Low</p>

		<p>Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points.</p> <p>Weekly messages to parents stress the need for social distancing at arrival and departure times.</p>	
<p>How will transitions between activities be managed?</p> <p>Social distancing guidance is breached when children circulate in corridors</p>	<p>Medium</p>	<p>Circulation plans have been conducted and clearly communicated to YPM staff.</p> <p>Due to layout of the building one-way system not in full operation but in place wherever possible. Clear plan and guidelines for movement around the building shared during training days and to be reviewed on a daily/weekly basis.</p> <p>Walk through with staff to familiarise with routes around the school before children are on site.</p> <p>Circulation routes are clearly marked with appropriate signage.</p> <p>Any pinch points/bottle necks are identified and managed accordingly through staggered start and end times.</p> <p>The movement of children around school is minimised as much as possible.</p>	<p>Low</p>

		<p>Children are reminded regularly to observe social distancing guidance whilst circulating, supported by signage.</p> <p>Appropriate supervision levels are in place. Staggered break, snack and activity times to reduce movement around the building.</p> <p>Clear visuals and instructions to support children's' understanding.</p> <p>Further information provided to children if needed to support their understanding.</p>	
<p>What are playtime arrangements? Management of social distancing at break times.</p> <p>Children may not observe social distancing at break times.</p>	<p>Medium</p>	<p>Break times are staggered.</p> <p>External areas are designated for different groups.</p> <p>Children are reminded about social distancing as break times begin.</p> <p>Social distancing signage is in place around the school and in key areas.</p> <p>Ideas of games children can play during these times that promote social distancing circulated.</p> <p>First aid equipment available during break time.</p> <p>Playground equipment removed or cordoned off in line with PHE guidance.</p>	<p>Low</p>

<p>Management of social distancing at lunch Pupils may not observe social distancing at lunch times.</p>	<p>Medium</p>	<p>Children are reminded about social distancing as lunch times begin.</p> <p>Children wash their hands using the 20 second routine, before and after eating.</p> <p>Guidance has been issued to parents and children on packed lunches (e.g. the use of disposable bags instead of lunch boxes). Where children bring their bags in, these will be kept in their 'area' in their classroom or, where possible, spread out in a cloakroom.</p> <p>Lunch boxes to remain in the classroom in a clearly labelled designated space for each individual child.</p> <p>Eating areas are cleaned after lunch using everyday cleaning materials e.g. washing up liquid or anti-bacterial solution.</p>	<p>Low</p>
<p>Management of social distancing and hygiene in the toilets.</p> <p>Queues for toilets and handwashing risk noncompliance with social distancing measures.</p>		<p>Queuing zones for toilets and hand washing have been established and are monitored by staff.</p> <p>Floor markings are in place to enable social distancing.</p> <p>Children know that they can only use the toilet one at a time.</p>	

		<p>Children are encouraged to access the toilet during activities/throughout the session to help avoid queues.</p> <p>The toilets are cleaned frequently, monitoring ensures a constant supply of soap and paper towels.</p> <p>Lidded bins are emptied regularly.</p> <p>Children are reminded regularly on how to wash hands and young children are supervised in doing so. Signage is in place.</p>	
<p>Is there an allocated room which can be used if an adult or child shows symptoms of becoming ill?</p> <p>The configuration of medical rooms may compromise social distancing measures.</p>		<p>Additional rooms are designated for children with suspected COVID-19 whilst collection is arranged- 1 child per room.</p> <p>Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</p> <p>Covid-19 first aid packs are available to ensure appropriate PPE for supervising staff. Where appropriate, symptomatic older children will be asked to wear a face mask, e.g. when going to the toilet.</p>	
<p>Administering first aid.</p> <p>Administering first aid may compromise social distancing measures when the child it too</p>		<p>PPE supplied for staff administering first aid e.g. gloves, aprons, face mask, shield/eye protection (if applicable).</p>	

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<p>young and will require adult support</p>		<p>Staff to follow first aid procedures when administering first aid to children or staff. Appropriate messages given re: protecting you by standing to the side; above/behind the child rather than face to face- being extra vigilant around positioning of the staff and child.</p> <p>Goggles available at a key point around the school for staff if they have to administer first aid for a more significant injury that will likely result in prolonged face-to-face contact.</p>	
<p>Personal proactive equipment. Provision of PPE for staff where required is not in line with government guidelines.</p>	<p>Medium</p>	<p>Current PHE guidance is that face coverings need only be worn where social distancing cannot be maintained e.g. on public transport or in some shops. It is not considered that it is required in schools except where the routine already involves PPE use due to intimate care needs.</p> <p>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been provided, staff trained using PHE video to support staff understanding of safe disposal of PPE.</p> <p>Staffs are reminded that wearing of gloves is not a substitute for following good handwashing protocols.</p>	<p>Low</p>
<p>Disposal arrangements for any PPE equipment brought to school by staff or children</p>	<p>Medium</p>	<p>PHE video shown at staff training day to understand disposal of PPE.</p> <p>Lidded bins for disposal of PPE.</p>	<p>Low</p>

<p>PPE disposal results in spreading rather than containment.</p> <p>Provision of PPE for staff where required is not in line with government guidelines.</p>		<p>Handwashing after use of PPE.</p> <p>Posters on display at key points to remind staff of safe removal of PPE.</p> <p>Current PHE guidance is that face coverings need only be worn where social distancing cannot be maintained e.g. on public transport or in some shops. It is not considered that it is required in schools except where the routine already involves PPE use due to intimate care needs.</p> <p>Risk assessments in place for children with ECHP plans and children with intimate care needs.</p> <p>Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning, staff have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely).</p> <p>Children to remove PPE when entering the school site if travelling to school wearing PPE, cloth face coverings to be placed in a sealed plastic bag to return home at the end of the day/session.</p>	
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<p>What are the cleaning arrangements? Do key areas need to be cleaned more regularly?</p> <p>Cleaning capacity is reduced so that an initial deep clean and ongoing cleaning of surfaces are not undertaken to the standards required</p>	<p>Medium</p>	<p>CEO of YPM and site manager, together with cleaning supervisor and cleaning manager to brief those regarding expectations and procedures, cleaning tasks to be carried out.</p> <p>An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.</p> <p>Sufficient supplies of soap/hand wash, paper towels, tissues and cleaning products are procured to ensure constant supplies are available in every teaching and washing space. Site manager to complete routine checklist and record outcomes using premises checklist-feedback to HT/CEO of YPM if changes are needed.</p> <p>Staff to report any cleaning concerns at the start of every day and throughout the day to team leaders. Team leaders will communicate this information to premises officer/cleaners.</p> <p>All area being used by YPM to have cleaning products and blue tissues to support in cleaning regimes.</p>	<p>Low</p>
<p>Hygiene and handwashing.</p> <p>Pupils forget to wash their hands regularly and frequently.</p>	<p>Medium</p>	<p>Staff training includes the need to remind children of the need to wash their hands regularly and frequently.</p> <p>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently.</p>	<p>Low</p>

		<p>Team leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</p> <p>Children and staff are taught how to effectively wash their hands especially before and after eating, going to the toilet, or following direct contact with another person.</p> <p>Staff to deliver lessons on handwashing.</p>	
<p>Does YPM have sufficient soap and hand sanitiser?</p> <p>Inadequate supplies of soap and hand sanitiser mean that children and staff do not wash their hands with sufficient frequency</p>	Medium	<p>An audit of handwashing facilities and sanitiser dispensers is undertaken before YPM opens and supplies are ordered.</p> <p>Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the session/day/weeks.</p> <p>These are checked regularly by the day time cleaner/staff and anything missing reported to team leader.</p>	Low
<p>Emergency evacuations- how will these be managed?</p> <p>Fire procedures are not appropriate to cover new arrangements.</p>	Medium	<p>Fire procedures have been reviewed and revised where required, due to:</p> <ul style="list-style-type: none"> -Reduced numbers of staff and children. -Social distancing rules during evacuation and designated fire point areas. -Possible need for additional point(s) to enable social distancing where possible. 	Low

<p>Fire evacuation drills - unable to apply social distancing effectively</p>		<p>Staff and children have been briefed on any new evacuation procedures. Team leader has been trained and briefed appropriately. Team leader to ensure all children are removed from building. Staffs are being required to sign in and out to ensure accurate records in case of fire. All registers for children present are now being taken on our online system so that normal register procedure can resume and therefore also be accessed in case of a fire.</p> <p>Plans for fire evacuation drills are in place which is in line with social distancing measures.</p> <p>All staff has been informed to take their bubble to the fire point identified for the bubble they are based in. Social distancing to be adhered to once at fire points. Whilst exiting the building, focus is to exit the building as quickly and as safely as possible.</p>	
<p>Mental health concerns – pupils Many adults and children will be anxious and will have suffered bereavements or trauma. What training and support will need to be provided?</p> <p>Pupils’ mental health has been adversely affected during the period that the school has been</p>	<p>Medium</p>	<p>Staff available to support children with mental health issues, team leader will sign post children and parents to additional support if needed.</p> <p>Resources/websites to support the mental health of children are provided, if and when needed.</p> <p>CEO has counselling training and will be readily available to support, staff, parents and children or sign post if and when necessary.</p>	<p>Low</p>

<p>closed and by the COVID-19 crisis in general</p>		<p>YPM's approach is to support all children's with social and emotional wellbeing.</p> <p>YPM will be providing information during training on recognising signs of trauma.</p> <p>Managers are active in discussing wellbeing with the staff that they manage, including their workload.</p> <p>Staffs are encouraged to focus on their own personal wellbeing.</p> <p>Staff briefings and training have included content on wellbeing.</p> <p>Staffs have been signposted to useful websites and resources during training.</p> <p>Communicate with parents to capture attendance in order to support with numbers of children and staff on site so that staff are only on site when needed.</p>	
<p>Mental health concerns – staff Working from home can adversely affect mental health</p>	<p>Medium</p>	<p>Staff working from home due to self-isolation has regular catch-ups with manager.</p> <p>Staffs are encouraged to speak regularly with colleagues, take regular breaks and exercise.</p> <p>Identified tasks are in place when working from home.</p>	<p>Low</p>

Risk Assessment for COVID 19 - After School and Breakfast Clubs
Review Monthly or as Government guidelines change

Completed September 2020

<p>Staff well-being and welfare</p>		<p>Track staff groups i.e. those who are unwell, shielding and in self-isolation. Need to differentiate between absence related to COVID and other absences.</p> <p>Ensure robust audit trail of all support provided for all cases of staff absence.</p> <p>Revisions to work plans and risk assessments- Also consider staff returning to work from maternity or long term sickness leave.</p>	
<p>Bereavement support. Pupils and staff are grieving because of loss of friends or family</p>	<p>Medium</p>	<p>YPM can sign post staff to bereavement counselling and support.</p> <p>Support is requested from other organisations when necessary.</p>	<p>Low</p>
<p>Differentiated approach to curriculum and classroom organisation for EYFS/YEAR 1. EYFS/YEAR 1 children are unable to follow distancing guidelines</p>	<p>Medium</p>	<p>Planning developed with experienced EYFS staff to support with distancing and maintaining integrity of the 'bubbles'.</p> <p>Classroom organisation to support social distancing and the ethos of the EYFS framework to reduce impact on children's social skills and wellbeing.</p> <p>Differentiated approach to key year groups to support with their understanding and expectations for social distancing- reinforce expectations using age appropriate resources and activities. Visual symbols such as carpet</p>	<p>Low</p>

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		<p>dots, posters and name tags to support with their understanding.</p> <p>Commitment to regularly review provision and expectations. Initially review to take place on a daily basis to ensure appropriate measures are taking place.</p>	
Securing attendance of pupils.	Medium	<p>Systematic procedures in place to track children's attendance; first-day absence calling for children who are meant to be in the setting; where staffing allows, increase capacity to support with more frequent calls to support parents to explore barriers and identify ways that we can break down barriers to children attending provision.</p>	Low
<p>Supporting families.</p> <p>Increase in welfare concerns linked to additional stresses on families during this crisis, including significant hardship.</p>	Medium	<p>Where staffing allows, increase capacity to support families through conversation, text, email or phone calls.</p> <p>Working in partnership with LA to signpost parents to appropriate support.</p> <p>Working in partnership with local organisations to provide support to families.</p>	Low
Supporting children who have individualised plans including EHCPs	Medium	<p>Work in partnership with the parent, child/young person to complete individual risk assessments.</p>	Low
Site security.	Medium	<p>Staff will ensure all children attending Breakfast or after school club remain in the</p>	Low

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<p>Due to staggered start and end times to the day as well as use of the large school gates, once all bubbles are in school, the gates will be open for a longer period of time both at the start and end of the day. Usual 'gate duty' system will not be possible.</p>		<p>designated area until all gates are closed, premises officer will confirm time and rely to team leader. Any child wishing to use toilet facilities will be accompanied by a member of staff.</p>	
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Risk Assessment undertaken by:

Date: 2nd September 2020

Signed: T. Donnelly