

THE EMMAUS FEDERATION HEALTH & SAFETY

<p>MASTER RISK ASSESSMENT</p> <p>C Collett 27.05.20</p>
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Location / Site	Sutterton Fourfields
Sutterton Fourfields CE Primary School	
Activity / Procedure	Insert name/type of activity or procedure being assessed
01/06/2020 RE-OPENING	
Assessment date	Insert date when assessment is being carried out
<ul style="list-style-type: none"> • Check that all is in place by 29th May • Risk assessment of the school site by the executive headteacher before the school can open • All staff to read and respond to the risk assessment before opening • ‘Staying Covid-19 Secure in 2020’ displayed once all checks are in place • Daily for the first two weeks • Weekly thereafter • Revised if/when other children start to attend 	

Identify people at risk	YES or NO
Employees	YES
Children	YES
Visitors	YES
Contractors	YES

Risk Assessment Guidance

Hazard: Something with the potential to cause **harm**.

To Assess Risk: Using the **tables below**, consider **Severity (S)** and **Likelihood (L) without** Control Measures. **Multiply (S x L)**

Describe Control Measures: Control measure(s) **reduce** the likelihood, **and/or** severity of **harm**, reducing risk.

Re-assess Risk, considering Severity (S) and Likelihood (L) **with** Control Measures in place.

Multiply (S x L) = Risk Rating (with controls).

Severity (S)	Likelihood (L)	Risk Ratings (R)	
Fatality = 5	Likely = 5	20 +	Very High Risk

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Injury (Specified injury / RIDDOR reportable) = 4	Probable = 4	15 - 19	High Risk
Injury (requiring treatment and/or 3 to 7-day absence) = 3	Possible = 3	9 – 14	Medium Risk
Injury (requiring treatment and/ or absence less than 3 days) = 2	Unlikely = 2	4 – 8	Low Risk

Government guidance for schools states:

“The safety of children and staff is our utmost priority.”

“The advice seeks to support staff working in schools, colleges and childcare settings, to deliver this approach in the safest way possible, focussing on measures they can put in place to help limit the risk of the virus spreading within education and childcare settings.”

“In education, childcare and social care settings, preventing the spread of the coronavirus involves dealing with direct transmissions (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces.) A range of approaches and actions should be employed to do this.”

Government guidance for parents concerning re-opening of schools states:

“We have provided guidance and support to schools, colleges and child care settings on implementing protective measures in education and childcare settings to help them **reduce the risk of transmission as more children and young people return.**”

“Whilst such changes are likely to look different in each setting, as they will depend upon individual circumstances, they are all designed to minimise risks to children, staff and their families.

Schools and colleges continue to be best placed to make decisions about how to support and educate their pupils during this period. This will include:

Consideration of the pupils’ mental health and well being

Red texts are control measures from Government Guidance – Coronavirus (COVID-19); implementing protective measures in education and childcare settings published 11th May 2020

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards			
Lack of social distancing in the classroom resulting in direct transmission of the virus					
Existing level of risk		Consider current level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE		
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls			
2m Square Capacity by Classroom					
Ser	Classroom	Standard	Extra	Total	Remarks
	(a)	(b)	©	(d)	(e)
1	Richmond	10		10	

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2	Regent	8		8	
	St. James	10		10	
3	Central	8		8	
4	Phoenix	9	1	10	
5	Hyde	5		5	
12	Totals	50		51	
	Other Areas				
13	Hall				
14	Totals				

1. Reduce the number of children in the classroom to enable social distancing (**no more than 15**)
2. Remove excess furniture to increase space if space to do so to Conference Suite
3. Remove toys and equipment that can't be cleaned (soft toys/toys with lots of small pieces/in large amounts e.g. Lego)
4. Children keep to their desks when in the room
5. Fire doors left clear and doors left ajar where it is safe to do so
6. 2m strip left at the front of each class for teaching – staff to try not cross over this line
7. Strip left for access to sinks
8. Social distancing charter created for and with the children – (Include instructions how to line up, use of toilet, moving around the classroom etc)
9. Charter re-visited and modelled many times a day and linked to school behaviour system – lots of praise for adherence and support for non-compliance (see revised behaviour policy and behaviour and well-being charter)
10. Children to follow behaviour charter to support with social distancing, safe behaviours and hygiene measures
11. Lessons planned for individual work (not pairings or group work). All lessons will follow the existing format for home-learning so those pupils who are not in school are accessing the same work as those in school. Additional PSHE work will be put in place for those in school
12. Feedback – using large whiteboard and visualizer and interactive whiteboard not close interaction
13. Children to use same desk if returning next day
14. Pencil, books, water bottle and equipment labelled and remain with the child
15. Teacher and TA are assigned to children and stay with the children throughout the day (*and on subsequent days*)
16. Children stay in the classroom for majority of the day and not mix with other groups (possibility of rotas for non-keyworkers if school space does not allow for numbers – particularly if/when all year groups return)
17. Children to wear school uniform, but can bring in a spare change of clothes
18. PE kit worn to school on the day that PE takes place
19. School site marked out with 2 metre distancing
20. Posters and signage around the school site
21. Childcare providers informed of the risk assessment in school and the guidance on 'bubbles' outside of the school setting.

Remaining level of risk	Consider level of risk following use of control measures
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HIGH	MEDIUM	LOW	NEGLIGIBLE
Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing using toilets and poor hygiene and for first aid resulting in direct and indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Signing board of pupils in class per day with frequency of washing and only one boy and one girl allowed to go to toilet at a time - supervised by TA and social distancing by staff member 2. Allocated toilets for different groups of children 3. Hand gel used after toilet use as well as washing hands 4. Extra signs in toilet re washing hands 5. Extra soap/hand sanitiser in stock and plentiful at all times 6. PPE for staff involved in any intimate toilet care. Children encouraged to change themselves and clean themselves with staff social distancing 2 metres apart. Children known to soil to bring in a change of clothes. School to have baby wipes available. All soiled items double-bagged. Waste products double bagged and put in a sealed bin. 7. First aid qualified member of staff on site at all times 8. PPE for all first aid administration. Older children encouraged to administer first aid themselves under the guidance of a first aider. Younger children encouraged to do as much as reasonably possible themselves 9. Toilet and hand-washing rota per class. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing waiting to enter classroom in morning resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Markers outside the classroom door and path on entry for the children and parent (only 1) to wait – more than 2 metres apart. Year 6 (and Y5 key workers) can enter with perimeter of school alone 2. Staggered start and departure times to avoid crowding and adhere to social distancing (times to be confirmed when numbers confirmed/key workers normal school day) 3. Instructions reinforced and adhered to re social distancing between families in the morning with 			

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parents and children 4. Signage for parents and children displayed outside the classroom 5. Childcare providers informed of the school's measures and to adhere within their own setting 6. No school staff on duty each day for arrivals and departures – the parent to supervise their own child/ren 7. One parent to bring the child/ren 8. Staff/parents to communicate via Dojo/telephone or email 9. Staff to follow social distancing when using public transport or car-sharing 10. Parents to transport their child themselves or communicate with Lincolnshire School Transport.			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing during PE, playtimes and lunchtimes resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
1. Staggered playtimes and allocated play area in the first instance 2. Reduced playtime equipment – hard surfaces and can be easily cleaned 3. Games which prevent social distancing not allowed – football passing, catch etc 4. Staff supervision throughout – actively encouraging and insisting on social distancing 5. Children practice talking 2 meters apart – modelled by staff 6. Guidance issued to JB Sports and they have their own strict measures in place: group sizes of 8 pupils, no sharing of equipment, lessons planned that follow DfE social distancing guidelines, staff to stay 2 metres at all times from children and staff 7. The field marked out for individual social distancing activities.			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing when eating lunch resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
1. Children eat in their classrooms			

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<ol style="list-style-type: none"> 2. Farm Kitchen providing packed lunches ordered online by parents 3. One MSA/TA per classroom 4. All children/staff wash hands and use hand sanitiser before and after eating 5. All tables cleaned with disinfectant before and after eating. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing in the corridors resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Children staying in their classroom and accessing outside from classroom door or KS2 playground door for Hyde 2. One child going to toilet at one time on a rota system where possible 3. Messages to the office via email 4. When moving class around any area of the school – 2 metres between children – one adult at back insisting the distance is maintained – regular practice this in the first few days 5. Bags, coats and lunchboxes kept on backs of chairs in bubble . Social distancing on drop-off/collection. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Contact of shared resources resulting in indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Children asked to bring in own stationery (or have packs of stationery – pencils etc - labelled with their name on) 2. Tubs of resources for individuals if needed – maths cubes/playdough etc 3. Resources disinfected each evening and left to dry if not same person using them the next day 4. Tables, door handles and other surfaces cleaned every evening 5. Lessons planned so resources are individual and not shared – or on white board 6. Resources on tables ready for lesson and not distributed within the lesson 7. Plastic packets (zippy) bags used for individual resources 			

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8. Children wash hands / use hand gel before lessons and after each lesson			
9. Library area closed off – books issued individually and cleaned before and after use.			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Emotional distress of the children			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Children to have the same member of staff during Term 6 2. Small numbers of children to support their emotional need 3. Reduced time in school for non-essential pupils (key-worker/vulnerable) to ensure transition is successful from home to school (also so that we can adhere to social distancing measures) 4. 2 metre social distancing emotional and well-being support for children who are distressed 5. PSHE curriculum to be delivered initially to support children’s well-being – slowly increasing the cognitive load. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Emotional distress of the staff – including anxiety			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Inclusion in risk assessment process – input into hazard identification and control measures 2. Online coaching for any staff who requests it – Mobile trauma-informed transition, staff well-being and relational/restorative approach support 3. Staff meeting – virtually – to discuss concerns and shared control measures (via Zoom or Microsoft Teams at 4:30 pm on Monday) 4. No additional workload in regards to planning for children remaining at home because the work in school will mirror that planned for at home 5. Sharing of support helplines – Lincolnshire County Council Counselling Service 6. A SLT member of staff on site every day for staff to share concerns with and 12-hour support from EHT 5 days a week 7. Risk assessments reviewed after day one, week one and fortnightly after that – this is flexible and 			

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<p>can be increased</p> <p>8. Designated “staff areas” areas for different groups of staff – maybe rota for same areas if needed. Staff to limit social contact with staff outside of their bubble</p> <p>9. Extremely vulnerable staff (Shielding) work from home</p> <p>10. Vulnerable staff – those suggests to strict social distancing – working at home or in school with strict 2 metre distancing measures in place at all times.</p>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<p align="center">Risk of spreading virus due to close contact with children – 1:1 and restraint resulting in direct transmission of the virus</p>			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> Individual risk assessments for SEND child shared with key-worker and parents Seek expert guidance from special schools re support for children with behaviour difficulties – that might need restraint and display spitting, biting etc. Leading to individual risk assessments (see revised behaviour charter on restorative practice) *Masks purchased if needed – disposable and plentiful in school Extra gloves ordered Staff to bring a spare change of clothes Team Teach member of staff on site at all times <p>*Pls note the Government guidance states “Wearing face coverings or face masks is not recommended”</p>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<p align="center">Risk of spreading virus due to poor hygiene resulting in indirect transmission of the virus</p>			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> Hand gel dispenser on a table outside of all classrooms to be used on entry to the school and in the foyer for staff. Located near photocopier for Hyde pupils. 			

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<ol style="list-style-type: none"> 2. Hand gel ordered in large quantities 3. Extra soap dispensers and re-fills in each classroom 4. Sinks accessible in all classrooms or classrooms without a sink to use toilets (adhering to guidance on use of toilets above) 5. Children handwash or hand gel on entry to school, before break, after break, before lunch, after lunch, leaving school, using the toilet and any time they cough or sneeze 6. Public Health England 'washing hands' posters in all washing areas 7. Reminders how to wash hands properly – videos and posters 8. Procedure agreed for children to wash hands so thorough hand washing 9. Toilet and hand washing rota per class 10. Lidded bins in KS1 and staff and pupils trained how to clean the bin area after each use in KS2 11. School thoroughly cleaned twice per day – additional overtime if required. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of infection due to lack of cleaning resulting in indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. All surfaces, handles, toilets and shared equipment will be cleaned each day using disinfectant 2. PPE available for all cleaning staff 3. Soft furnishings and soft / cloth toys will be removed from use in classrooms 4. Weekly deep clean of school 5. Cleaning products available near shared areas e.g. photocopiers. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of illness of pupils, vulnerable staff and family members through direct and indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	

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1. Those who are clinically extremely vulnerable (those who have received a letter from Government or clinician) are to work from home until advice changes from the Government
2. Those living with someone who is clinically extremely vulnerable are able to work from home or adhere to strict social distancing
3. Those who are clinically vulnerable – those strongly advised to social distance in the original guidance are able to work at home or work in school adhering to strict 2 metre social distancing from colleagues and children.
4. Those living with those that are clinically vulnerable can attend school and work with children or adults adhering to this and other re-opening risk assessments.
5. Individual risk assessments for staff who are vulnerable or living with a shielding family member who are working in school
6. The DfE do not recommend the taking of temperatures every morning because it is not a reliable method for identifying coronavirus. Parents and staff need to be vigilant in following the standard national advice on the kind of symptoms to look out for. The school has non-intrusive thermometers that can be used if a child/staff member is symptomatic
7. If an employee/child is showing symptoms of coronavirus they should be sent home and told to follow the COVID-19: guidance for households with possible coronavirus infection guidance. They need to self-isolate for 7 days. Their family members need to self-isolate for 14 days. All staff and children have access to a test if they display symptoms and are encouraged to get tested in this scenario. If the test is negative, they can end self-isolation. Where the child or staff member tests positive, the rest of their 'bubble' will be sent home to self-isolate for 14 days
8. Wearing PPE is not recommended. Pupils and staff need to follow social distancing and hygiene measures. Face masks worn by children can inadvertently increase the risk of transmission. PPE should be worn if there is bodily fluid present or if a person becomes unwell. The school to ensure it has an ample supply of PPE that is stored in every classroom.
9. In some cases, a larger number of children or staff may be asked to self-isolate at home as a precautionary measure
10. If someone 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, they must be sent home and follow: COVID-19: guidance for households with possible coronavirus infection guidance. They must be moved to a designated sick-bay (The Medical Room or EHT office) where they can be isolated behind a closed door with ventilation with adult supervision if this is required that is 2 metres away and with full PPE. The room must be deep-cleaned after use and is out-of-bounds until a deep clean has happened.
11. Pupil contact lists available to each class teacher/HLTA. In case of emergency staff contacts shared with colleagues in each bubble and with the executive headteacher.
12. Staffing will need to be closely evaluated if an employee is sent home as all staff are fully deployed and we do not want to mix bubbles. Supply options will be considered if this option is available to us. In the worst-case scenario, the class will close because of a lack of staffing and therefore health and safety concerns.
13. General illness will also need to be carefully considered. Classes with more than two staff may be able to continue for several days with their existing bubble. Supply options will be considered if this option is available to us. In the worst-case scenario, the class will close because of a lack of staffing and therefore health and safety concerns.

14.

Remaining level of risk	Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard	Record the hazard that could cause harm or injury – add appropriate
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		detail about the type and location of hazards	
Lack of social distancing in the school office resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. School office is open for limited hours and not open to visitors 2. No staff member/visitor or child to enter the school office 3. A table left at front of the office entrance for all documents and paperwork (regular handwashing and hand gel will minimise the risk of transmission) 4. The screen on the hatch to remain closed 5. No visitors allowed on site 6. Contractors to arrive before or end of the school day and follow all social distancing 7. One parent at a time allowed in the school office entrance 8. Office staff to work from home where possible (see risk assessment measures for vulnerable/shielding) 9. Phone calls to be directed to home if staff are vulnerable/shielding 10. Office staff will be unable to deliver items that are forgotten (lunches/drink bottles). School to provide items and notify parent 11. Staff/parents to monitor Dojo/emails to/from the office to ensure social distancing 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Fire risk due to change in routine and guidance because of social distancing measures			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<u>Fire evacuation plan – Sutterton</u>			
<p>As we are not implementing a one-way system, the normal fire evacuation routes will apply. Please note the following:</p> <ul style="list-style-type: none"> • All classrooms to have laminated pupil list and ensure children are marked present am and pm. This is especially important • Assembly point for all will be the KS2 playground – please line up along the long edge of the playground and go on to the grass if necessary to maintain 2m distance between children. There will be marks for each bubble on the playground. • To try to follow social distancing guidelines when leading children out on to the playground. • In order to maintain social distancing, KS1 will assemble on KS1 playground and KS2 will assemble on KS2 playground with office, visitors and non-classroom-based staff 			

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- Markings on the playgrounds for each bubble
- Staff should walk through the evacuation with their “bubble” to get the children used to evacuating while maintaining social distancing during the first week
- A fire-drill in the second week.

- ✚ Richmond to evacuate through external fire door on to KS2 playground
- ✚ Regent’s to evacuate through fire door on corridor on to KS2 playground
- ✚ Central to evacuate through external fire door on to KS2 playground
- ✚ St James to evacuate through external fire door on to KS2 playground
- ✚ Phoenix to evacuate through external fire door on to KS2 playground
- ✚ Hyde to evacuate through library corridor fire exit on to KS2 playground being aware of staff and children coming from Regent’s and Richmond
- ✚ Hall to evacuate through Regent’s corridor external fire doors, being aware of children coming out of Regent’s
- ✚ Office staff to evacuate through main entrance and on to KS2 playground, ensuring gate is opened.
- ✚ Non-bubble-based staff or visitors to evacuate through nearest fire door to their location and make presence known to office staff at assembly point

Remaining level of risk	Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE

OVERALL level of risk	Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE
Assessor’s comments Executive Headteacher	Insert comments relevant to findings as appropriate		

Name of assessor	Signature of assessor	Date
Mrs Collett Executive Headteacher		

OVERALL level of risk	Consider level of risk following use of control measures
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HIGH	MEDIUM	LOW	NEGLIGIBLE
Head of School comments		Insert comments relevant to findings as appropriate	

Name of Head of School	Signature of assessor	Date
Ms Williams		

OVERALL level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Business Manager comments		Insert comments relevant to findings as appropriate	

Name of Business Manager	Signature of assessor	Date
Mrs Woods		

OVERALL level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Chair of Governors comments		Insert comments relevant to findings as appropriate	

Name of Chair of Governors	Signature of assessor	Date
Mrs Blowers		

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Risk assessment reviews	Set future review dates & sign/comment upon completion
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