

## Eagle CP School COVID 19 Risk Assessment

Operation Description:	COVID-19 Schools providing a service to children of key/essential workers
Operation Location:	All LCC controlled school and educational settings – EAGLE COMMUNITY PRIMARY SCHOOL
Persons at Risk:	LCC employees, pupils, parents/carers

### 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)

If applicable, add the Weighting figure.

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) and, if applicable, add the Weighting figure = Risk Rating (with controls).

Severity (S)	x	Likelihood (L)	+	Weighting (W)	=	Risk Ratings (R)	
Fatality = 5		Likely = 5		Apprentice/trainee/inexperienced staff member/young person (15-18yrs) = 5		20 +	Very High Risk
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		Part-qualified/staff with less than 2yrs experience/persons aged 18-25yrs = 3		9 – 14	Medium Risk
Injury (requiring treatment and/ or absence less than 3 days) = 2		Unlikely = 2				4 – 8	Low Risk
Minor Injury = 1		Very Unlikely = 1		Fully qualified/professional/ management/ and/or persons above 25yrs = 0		1 - 3	Very Low risk

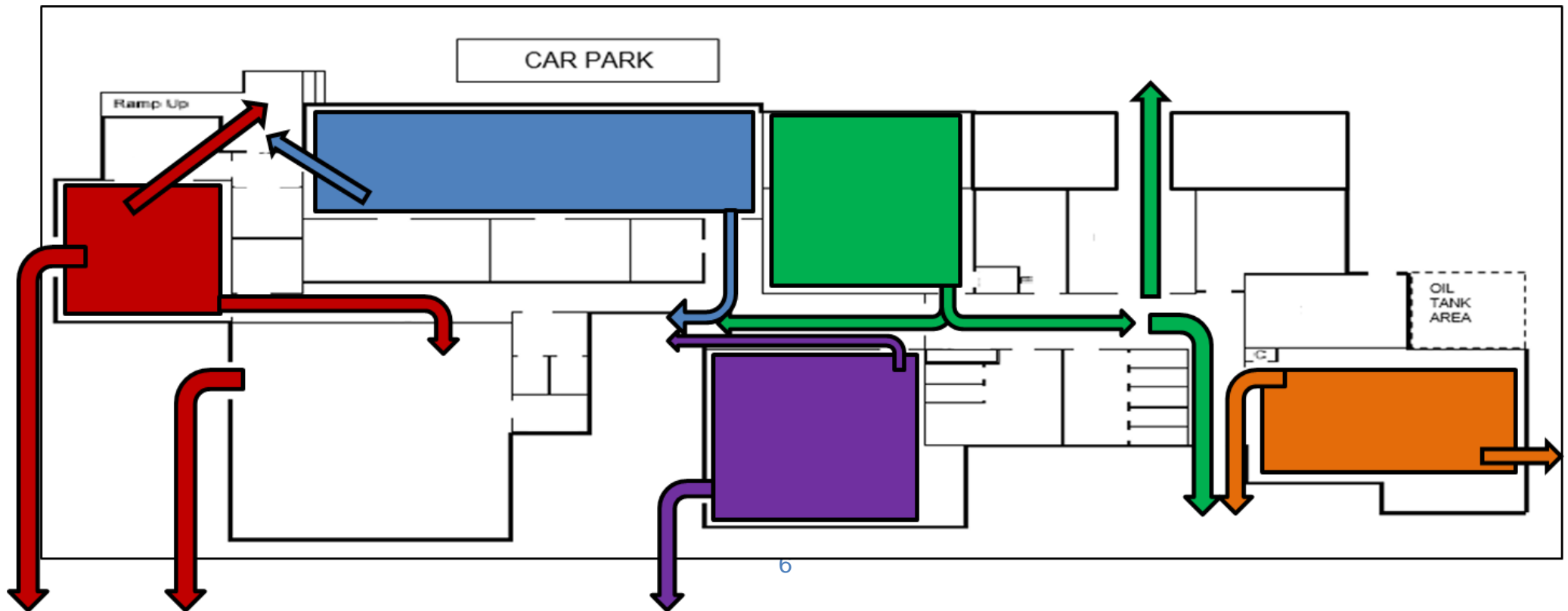
HAZARD  Staff Specific Section	Assessment of Risk without control measures				CONTROL MEASURES TO REDUCE THE RISK	Assessment of Risk with control measures			
	S	L	W	R		S	L	W	R
Employees or individuals within their household/dependents contracting/transmitting COVID-19	5	3	0	15	Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, all staff can attend school.	5	1	0	5
School could lapse/fail to follow the newest national and/or LCC guidelines and advice on COVID-19.	4	3	0	12	Daily checks will be made with: <ul style="list-style-type: none"> <li>Government websites (<a href="http://Gov.uk">Gov.uk</a>) or <a href="#">LCC website</a></li> <li>Local/National news providers</li> <li>Local school networks/partnerships (if applicable)</li> </ul> Any changes in national/LCC advice and guidance to be shared with the Head, Board of Governors etc. for appropriate action. Staff, Parents and students to be updated in a timely manner, using email, letters etc. as necessary.	4	1	0	4
COVID-19 precautions are not followed within the school environment, leading to potential spread or outbreak.	4	3	0	12	COVID-19 hygiene advice and posters are displayed in key areas of the school site.  Staff to reiterate to Parents and Students (via letter/email/classroom talks etc.) the importance of : <ul style="list-style-type: none"> <li>Hand washing on a regular basis</li> <li>Covering coughs/sneezes with a tissue and disposing of it (Catch it, Bin it, Kill it)</li> <li>Trying to maintain 'social distance' wherever possible</li> <li>Not touching eyes/nose/mouth with unwashed hands</li> </ul> All welfare facilities to be checked and cleaned regularly and ensure a supply of anti-bacterial hand wash soap is available  Hand sanitiser to be provided to all classrooms, for use at transition and pupils to wash their hands after sporting activities/ PE etc.  Class teachers to be provided with disinfectant and disposable towels to wipe down classroom surfaces.  School cleaning regime is increased to include frequent cleaning of frequently touched items (door handles/doors/taps/table tops etc.)	4	2	0	8

Staff failing to report feeling unwell and attend school, potentially spreading COVID-19	4	3	0	12	<p>Staff are aware of the importance of following national guidance, and to stay home and self-isolate.</p> <p>Staff to follow the school and/or LCC guidance on reporting sickness due to suspected/confirmed COVID-19.</p> <p>School to report confirmed cases of COVID-19 to the LCC Corporate Health and Safety team, via a PO3, to assess if a RIDDOR report is required (See HSA Reporting of COVID-19 for guidance)</p>	4	1	0	4
Staff or student starts to show symptoms of COVID-19 (suspected) whilst at school	4	4	0	16	<p>Staff member to be sent home immediately (travel home appropriately), begin self-isolation and follow the guidance regarding sickness reporting.</p> <p>Students to be moved to an 'isolation room', until a parent/carer can arrange pick-up. Supervision of the student should take place at a minimum of 2 metres away. Isolation room to be clearly signed, to prevent accidental access by others.</p> <p>Once Staff or Student has left the premises, follow the Reporting procedure in line with the COVID-19 flowchart and access to the isolation room will be restricted until cleaning has taken place.</p>	4	2	0	8
Staff rooms and offices do not allow for observation of social distancing guidelines	4	3	0	12	<p>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</p> <p>Anti-bacterial spray and wipes are available</p> <p>Staff have been briefed on the use of these rooms with information displayed</p> <p>Hand washing reminders in place</p>	4	1	0	4
The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk	4	3	0	12	<p>First Aid certificates are valid for at least a further year</p> <p>DSLs have followed LCSP advice following the cancellation of the 2day training due to lockdown and have completed a range of online training options – all safeguarding briefings continue to be attended virtually</p>	4	1	0	4

Governors are not fully informed or involved	3	3	0	9	<p>Online meetings are held with Governors.</p> <p>H&amp;S Governor completes termly health and safety audit/tour</p> <p>Key decisions are shared with the Governors and/or Chair.</p> <p>Governors are updated on the latest government guidance and its implications for the school.</p>	3	1	0	3
Existing policies no longer fit for purpose in the current circumstances and require addendums to meet the covid needs/restrictions	3	3	0	9	<p>All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</p> <p>Staff, pupils, parents and Governors have been briefed accordingly.</p>	3	1	0	3
Staff are not trained in new procedures, leading to risks to health	3	3	0	9	<p>A staff handbook is issued to all staff prior to reopening with an additional practical extract document for a quick-link operational overview</p> <p>Infection control, fire safety and evacuation, restorative behaviour management, safeguarding and risk management procedures shared and displayed where applicable</p>	3	1	0	3
New staff are not aware of policies and procedures prior to starting at the school when it reopens	3	3	0	9	<p>Induction programmes are in place for all new staff – either online or in-school – prior to them starting.</p> <p>The staff handbook is issued to all new staff prior to them starting.</p>	3	1	0	3

HAZARD  Social Distancing Section	Assessment of Risk <b>without</b> control measures				CONTROL MEASURES TO REDUCE THE RISK	Assessment of Risk <b>with</b> control measures			
	S	x	L	W = R		S	x	L	W = R
Lack of social distancing waiting at entrance/exit	4	3	0	12	Socially distanced reminders and messages for the children and parents waiting. Start and departure times are staggered. Different entrances/exits are used for different groups – reducing the number of adults or children using any one entry /exit point. Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use. Only one parent at drop-off/pick-up.	4	2	0	8
Lack of social distancing in the classroom resulting in direct transmission of the virus	4	3	3	15	Remove excess furniture and resources to increase space. Social distancing charter used with the children, developing rules including: <ul style="list-style-type: none"> <li>o how many children playing with resources and how eg either end of water tray.</li> <li>o instructions how to line up</li> <li>o physical contact</li> <li>o use of toilet</li> <li>o moving around the classroom</li> </ul> Charter re-visited and modelled many times a day and linked to school behaviour system – lots of praise for adherence and sanctions for non-compliance. Resources and activities planned to reduce shared contact and rotated. Use of outdoor space. Staff allowed to stay at adult height – no requirement for getting to child level for interactions and carried out where possible from a distance. Y1-6 Children to use same desk/space/equipment each day. Teacher and TA are assigned to these children and stay with these children throughout. Where there has to be a job-share situation, there will be no cross-over during a day. Children stay in their allocated classroom or allocated key stage playground space. Locker blocks allocated to specific classes.	4	2	0	8
Lack of social distancing using toilets and poor hygiene resulting in direct and indirect transmission of the virus	4	3	0	12	Toilet used by only one person at a time during session times. Toilet access supervised, referencing signs re: washing hands. Strict handwashing protocol taught, with hand sanitiser upon re-entry to the classroom. Hook for the toilet external toilet doors to minimise touching. Extra soap/paper towels/sanitiser ordered and stocks maintained. Toilets checked as per cleaning schedule during daily sessions. Lidded bins to contain disposable paper towels.	4	1	0	4

Lack of social distancing during playtimes and lunchtimes resulting in direct transmission of the virus	4	3	3	15	Staggered playtimes and allocated play areas rotated on a weekly basis. Reduced playtime equipment – hard surfaces and can be easily cleaned Equipment will be kept in groups and wiped after play. Games discussed which encourage social distancing. Staff supervision throughout – actively encouraging social distancing.	4	2	0	8
Lack of social distancing when eating lunch resulting in direct transmission of the virus	4	3	3	15	Pre-lunch hand-washing and tables disinfected before and after. Children eat in their allocated classrooms, at their allocated tables. Children bring packed lunch, receive UIFSM packed lunch or order from GLC. All items stored at the individual allocated tables.	4	1	0	4
Lack of social distancing in the corridors resulting in direct transmission of the virus	4	3	0	12	Children stay in their classroom unless accessing the toilet via the one-way corridor system. To access the corridor as a group, adhere to 1m+ distancing via the allocated door via the one-way corridor system to avoid cross-over. Internal email used to request non-urgent assistance and school phone messaging used for urgent support.	4	1	0	4
Issues arising from the need for evacuation	4	3	3	15	As groups will stay in allocated areas, each space has evacuation routes aligned which are connected and will be highlighted:	4	1	0	4



HAZARD  Transmission	Assessment of Risk <b>without</b> control measures				CONTROL MEASURES TO REDUCE THE RISK	Assessment of Risk <b>with</b> control measures			
	S	x	L	W = R		S	x	L	W = R
Symptoms are observed	4	3	0	12	Follow the guidance in relation to isolation and ensure that the symptomatic person is tested as soon as possible in order to isolate remaining group for 14 days if positive result. Ensure 'Test and Trace' is completed by the individual and school to inform all families within the group (and wider school for information). Temperature above 37.8° will be classed as consistent with Covid-19 symptoms.	4	1	0	4
Contact of shared resources resulting in indirect transmission of the virus	4	3	0	12	Resources will be disinfected after use or before being used by a different group Resources will be labelled as disinfected or in quarantine Individual equipment (eg pencils) wiped and left for the same child Tables, door handles and other surfaces disinfected every night. Resources on tables ready for lesson and children have restricted choice of resources. Children to wash hands/use hand gel before lessons and after each lesson. Outdoor resources restricted each day and restricted to group. Soft toys and furnishing removed from the classroom. Books returned will be quarantined for 5 days for de-contamination.	4	1	0	4
Risk of spreading virus due to close contact with children – 1:1 and restraint resulting in direct transmission of the virus	4	3	3	15	See below and if necessary seek expert guidance for individual risk assessments from special schools if required to support for children with behaviour difficulties – that might need restraint and display spitting, biting etc. PPE issued to individuals. Reduced timetable / exclusion / inclusion considered as necessary if a child is acting in a way to put others at risk.	4	2	0	8
Risk of spreading virus due to poor hygiene resulting in indirect transmission of the virus	4	3	0	12	Hand gel allocated to each classrooms and at the main entrance. Handwashing lessons - reminders how to wash hands properly – videos and posters. Extra soap dispensers/bowls in each classroom if required. Children handwash or hand gel on entry to school, at each transition, having used the toilet and any time they cough or sneeze. Washing hands posters replaced in all washing areas.	4	1	0	4
Risk of infection due to lack of cleaning resulting in indirect transmission of the virus	4	3	0	12	All surfaces, handles, toilets and shared equipment will be cleaned and disinfected each day. Resources will be cleaned at the end of the day if re-stored, rotated and/or left to de-contaminate after cleaning to reduce the risk. Reduction in spaces used, soft furnishings and toys will be removed from use in classrooms.	4	1	0	4
Risk of transmission through improper use or disposal of PPE	4	3	0	12	The details and instructions are provided for staff within this pack for safe donning and doffing of PPE <a href="https://m.youtube.com/watch?v=-GncQ_ed-9w&amp;feature=youtu.be">https://m.youtube.com/watch?v=-GncQ_ed-9w&amp;feature=youtu.be</a> . To be effective, staff should change into school clothes, don PPE and then change out of school clothes for the journey home if using PPE throughout the whole day. Any used PPE must be double-bagged, stored in lidded bin for 72days before disposal	4	2	0	8

Risk of illness of vulnerable children and family members through direct and indirect transmission of the virus	5	3	0	15	<p>Book a test if they are displaying symptoms</p> <p>Not come into the school if they have symptoms</p> <p>Be sent home to self-isolate if they develop symptoms in school</p> <p>Provide details of those in close contact with if they test positive/Test and Trace</p> <p>Self-isolate if they have been in close contact with someone with coronavirus</p> <p>Parents and staff to inform school immediately of the results of a test:</p> <ul style="list-style-type: none"> <li>o negative – stay at home until well</li> <li>o positive – self-isolate for at least 7 days or until temperature is normal</li> <li>o positive – rest of household isolate for 14 days</li> </ul>	4	1	0	4
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	5	3	0	15	<p>Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</p> <p>Procedures in place to deal with any pupil or staff displaying symptoms at school.</p> <p>Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms.</p> <p>A record of any COVID-19 symptoms in staff or pupils is reported to the LA/PHE.</p>	4	1	0	4
Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency	5	3	0	15	<p>A regular audit of handwashing facilities, supplies and sanitiser dispensers is undertaken</p> <p>Additional supplies are purchased where necessary to maintain a stock buffer in line with extrapolated usage calculations</p> <p>Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.</p>	4	2	0	8
Risk of transmission in relation to the application of sun cream (if applicable)	4	3	0	12	<p>Parents will be asked to apply sun cream (if applicable) to their children as per usual policy before they come to school. Should the weather be such that a re-application be required, children will do this themselves in a large enough space to avoid spray/splash.</p> <p>Should a child be unable to apply sun cream due to age, ability or additional need, PPE will be used to support this in an outside space, distanced from others.</p> <p>Frequent handwashing and cleaning of the personal sun cream container will take place.</p>	4	1	0	4
Risk of transmission from marking	4	3	0	12	<p>Staff will mainly use whole-class feedback (FAF) and verbal feedback.</p> <p>Self-marking will be included in the session alongside a discussion of outcomes (this may be supported electronically with a screen-shot image to annotate is applicable).</p> <p>Deeper marking can be used where other methods would not be appropriate (eg extended writing) and this will be done with strict handwashing</p>	4	1	0	4
Risk of transmission in relation to crossing of group	4	3	0	12	<p>Key Stage groups will only mix outside</p> <p>Key Stage groups will access the same toilet facilities, however at different times and cleaning will take place intermittently</p>	4	1	0	4



HAZARD  Well-Being	Assessment of Risk <b>without</b> control measures				CONTROL MEASURES TO REDUCE THE RISK	Assessment of Risk <b>with</b> control measures			
	S	x	L	W = R		S	x	L	W = R
Emotional distress of the children	4	3	0	12	Children to have continuity within their group. Small numbers in our school supports their emotional need. Comfort given from a distance – at adult height in the first instance. Socially distanced/socially alert support for children who are distressed. Varied curriculum including well-being activities – slowly increasing the cognitive load.	4	1	0	4
Emotional distress of the staff – including anxiety	4	3	0	12	Risk assessment, hazard identification and control measures made clear and reviewed. Open door policy to share concerns, sharing of support helplines. Virtual staff meetings to discuss operational factors, concerns and shared control measures. Designated “staff areas” – limited access with disinfection in-between. Face-to-Face rota considers working hours and transparency amongst colleagues. PPE offered to staff – compulsory use for child changing/illness. Working hours clarified between min 8am – max 4pm. Additional responsibilities only to be addressed within this time frame	4	1	0	4
Pupils and staff are grieving because of loss of friends or family	4	3	0	12	Support is requested from other organisations when necessary.  Groups will connect to ensure that school-based support is given.	4	1	0	4
Working from home can adversely affect mental health	4	3	0	12	Staff working from home due to shielding/social distancing/self-isolation have regular catch-ups with line managers. Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. Appropriate work plans have been agreed with support provided where necessary. Staff working from home may help provide remote learning for any pupils who need to stay at home.	4	1	0	4
No availability of Head Teacher, SLT, DSL, SENCo, Caretaker/Cleaner	4	3	0	12	In the event that no senior members of staff are available nor contactable due to absence through illness, in addition to no ability to ensure the cleanliness of the site, the school will be forced to close.	4	2	0	8
Testing is not used effectively to help manage staffing levels and support staff wellbeing	4	3	0	12	Guidance on getting tested is published. The guidance has been explained to staff and is displayed	4	1	0	4

HAZARD Challenging Behaviour	Assessment of Risk without control measures				CONTROL MEASURES TO REDUCE THE RISK	Assessment of Risk with control measures			
	S	x	L	W = R		S	x	L	W = R
Pupil will leave/run out of classroom when in heightened state such as when being directed to complete work, challenged, cannot understand or experiences difficulties.	4	3	3	15	Ensure work is pitched appropriately with support available for the pupil. Provide and agree with pupil a safe space they can access if needed. Place teacher's desk adjacent to external classroom door. Use language of choice when changing activities/managing work expectations. Use 'Now Next Then' to ensure pupil is aware of changes to activities. Use of tape/boards to create a visual barrier. When/if pupil does leave classroom, adult to follow at safe distance and encourage pupil to return to work area/safe space (perimeter gates are locked/main entrance manned). Once pupil is in appropriate place staff member will ensure all doors/handles etc are wiped down as per Covid 19 guidance.	4	2	0	8
Pupil is emotionally needy and will seek reassurance and physical contact from staff	4	3	3	15	Staff will seek opportunities to give positive feedback and reassurance to pupil. Pupils will be reminded regularly of the need for social distancing. Adults will model good behaviour examples. Lessons will include periodic 'say something nice' to rebuild relationships between children. Regulatory brain-breaks will be introduced to minimise stress – e.g. deep breathing exercises, mindfulness, repetitive and patterned movements.	4	1	0	4
Pupil spits and bites/scratches/head butts/punches/kicks when angry/upset	4	3	3	15	Staff will use de-escalation techniques. Smaller cohort of pupils minimises conflict between peers. Covid 19 restrictions will minimise unstructured times. Social distancing will minimise the close proximity of staff/pupils. Any incidents of this nature, staff will intervene immediately and direct the pupil to a safe space or remove the other children if needed. Appropriately trained staff will positively handle pupil if necessary using PPE. Any staff member or pupil affected will be provided with opportunity for washing of the area and first aid treatment if necessary. Where another pupil is involved their parents will be informed immediately by HT Parents will be contacted and school behaviour policy will be followed.	4	2	0	8
Pupil is not independent/ no self-help skills and requires adult support for many daily activities	4	3	3	15	Home will ensure his clothes are elasticated with no fiddly buttons/belts. School and home will work together to improve toileting skills. Staff will be provided with PPE (gloves for close contact work). Food will be cut up/prepared before being handed out to the pupil. Classroom equipment will be carefully selected to promote easier access for pupil.	4	1	0	4


Pupil seeks physical contact, high jinks, wrestling with peers thus breaching social distancing requirements	4	3	3	15	<p>Staff will use de-escalation techniques.  Smaller cohort of pupils minimises conflict between peers.  Covid 19 restrictions will minimise unstructured times  Social times led by staff to ensure all pupils have positive experience whilst maintaining social distance.  Use of group games to provide age related play opportunities (e.g. hopscotch)  Social distancing will minimise the close proximity of staff/pupils.  Any incidents of this nature, staff will intervene immediately and direct the pupil to a safe space or remove the other children if needed.  Use of social stories to reinforce the need for social distancing.</p>	4	1	0	4
Pupil chews/sucks equipment	4	3	3	15	<p>Pupil to have own set of pens/pencils disinfected at the end of each day.  Pupil to be reminded regularly not to do this.  Alternative suitable (washable) fiddle toy provided.  Staff to check with pupil each morning that all equipment is available.</p>	4	1	0	4
Refusal to follow instructions/repeatedly breaching school rules and social distancing. Threatening staff/peers by deliberately making close physical contact and or coughing/spitting at others.	4	3	3	15	<p>Staff will ensure all Pupils are aware of and understands that due to Covid 19 there are new expectations on behaviour in school.  Pupil in question will be provided with additional learning opportunities to discuss these changes to routine and to enable questions and overlearning to take place.  Visual reminders will be used in the classroom.  Safe zones and distance markers will be placed on the floors around the school and playground.  Any low level behaviours will be addressed informally and provide opportunity for further learning and a means of reinforcing the expectations.  Pupil will be praised for positive choices.  Smaller groups and increased staffing ratio will reduce opportunities for negative behaviours.  If such incident occur pupil will be directed to safe space and HT informed and the school behaviour policy followed – repeated breach of this kind will result in a move to the remote learning option.</p>	4	2	0	8
Not conforming to social distancing requirements outside of school hours and flout the national guidance on social distancing are placing themselves and all those with whom they come into contact at increased risk of infection.	4	3	3	15	<p>School will liaise with parents to discuss health risk to the staff and pupils at school, in addition to the child and family.  Discussions in relation to risk taking behaviours will take place in order to reach an agreement in respect of social distancing regulations and personal safety.  HT will follow school behaviour policy if negative behaviours persist.</p>	4	2	0	8

HAZARD  Operational	Assessment of Risk <b>without</b> control measures				CONTROL MEASURES TO REDUCE THE RISK	Assessment of Risk <b>with</b> control measures			
	S	x	L	+ W = R		S	x	L	+ W = R
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	4	3	0	12	Communications strategies for Staff, Pupils, Parents, Governors and the LA are in place  Staff briefings/meetings held remotely when required or due to the staff size can be socially distance by group – all meetings include a check-in/check-up/check-out on policy/procedure  Parents informed via letter, handbook and regular communication via Dojo, email and Newsletter.	4	1	0	4
The number of staff who are available is lower than that required to teach classes in school and operate effective home learning	4	3	3	15	The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.  Full engagement of those staff who are self-isolating or shielding but who are well enough to plan/review online learning.  Flexible and responsive deployment of teaching assistants and pastoral staff to supervise classes is in place.  Leaders are aware of testing procedures  If absolutely necessary, a blended model of home learning and attendance at school is utilised until staffing levels improve.	4	1	0	4
Educational provision must still be maintained for self-isolating children	1	5	0	5	Current government guidance is being followed.  For those children self-isolating, a continuous learning procedure has been developed and implemented successfully	1	1	0	2
Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened	1	5	0	5	Continuous learning will be provided and is calibrated to complement in-school learning  The curriculum is designed to support children transition into school and to reduce anxiety  Plans to use intervention when appropriate are in place for those pupils who have fallen behind in their learning.	1	1	0	1
All systems may not be operational	4	3	0	12	Government guidance is being implemented where appropriate.  All systems have been recommissioned.	1	2	0	2

Statutory compliance has not been completed due to the availability of contractors during lockdown	4	3	0	12	All statutory compliance is up to date. Water systems have been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been continuous. Every closedown activities completed and updated promptly on system	1	2	0	2
Contractors on-site whilst school is in operation due to delays or urgent H&S needs may pose a risk to social distancing and infection control	4	3	0	12	Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.	3	1	0	3
Fire procedures are not appropriate to cover new arrangements	4	3	3	15	Fire procedures have been reviewed and revised where required Fire evacuation drills are in place which are in line with social distancing measures Staff and pupils have been briefed on any new evacuation procedures.	4	1	0	4
Fire marshals absent due to self-isolation	4	3	0	12	An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly to ensure numbers are checked.	4	1	0	4

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Operation Description:	COVID-19 Schools providing a service to children of key/essential workers
Operation Location:	All LCC controlled school and educational settings – EAGLE COMMUNITY PRIMARY SCHOOL
Persons at Risk:	LCC employees, pupils, parents/carers

<b>Directorate:</b>	Lincolnshire County Council	<b>School:</b>	Eagle CP School
<b>Head Teacher</b>	Hayley Adams	<b>Signature:</b>	
<b>Date:</b>	14 / 07 / 2020 (updated October 2020)		
<b>Approved by Staff</b>	14 / 07 / 2020	<b>Approved by Governors</b>	15 / 07 / 2020

<b>Person detailed below have read and understood this Risk Assessment</b>			
<b>Name</b>		<b>Signature</b>	
<b>Date:</b>			