

Risk Assessment for the re-opening of the whole school

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|---|--|
| Location / Site | Insert location and site where activity taking place |
| KIRKHAM HENRY PERFORMING ARTS / ASSEMBLY ROOMS | |
| Activity / Procedure | Insert name/type of activity or procedure being assessed |
| PERFORMING ARTS LESSONS FOR CHILDREN AND ADULTS. | |
| Assessment date | Insert date when assessment is being carried out |
| @1ST AUGUST 2020 27 th August with Directors | |

| Identify people at risk | YES or NO |
|-------------------------|------------|
| Employees | YES |
| PUPILS | YES |
| Visitors | YES |
| Contractors | Yes |

This risk assessment for the full re-opening of school in September follows the [guidance set out by the DFE and the LA](#)

Consultation has been made with directors and all members of staff.

Government guidance states for schools states essential measures must include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in the buildings wherever possible and minimise potential for contamination so far as is reasonably practicable

“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.” We have used these guidelines for our out of school setting.

“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.**”

“There cannot be a ‘one-size-fits-all’ approach where the system of controls describes every scenario. School leaders will be best placed to understand the needs of their schools and communities, and to make informed judgments about

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how to balance delivering a broad and balanced curriculum with the measures needed to manage risk. The system of controls provides a set of principles to help them do this and, if schools follow this advice, they will effectively minimise risks

Red texts are control measures from Government Guidance – Coronavirus (COVID-19); Guidance for full opening:schools

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| <u>Identify hazard</u> | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | |
| 1.Lack of social distancing in school 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. Children to be organised within their ‘class group bubbles’ which will allow for the delivery of a broad and balanced syllabus whilst minimising contacts. 2. Class Group Promise developed with children that includes the children staying in their Bubbles, don’t touch each other, wash hands regularly, toilet rules- at the beginning of class. 3. An acknowledgement is made that social distancing for all age groups will be very difficult-talk to the pupils about not touching adults/other children. Allocate specific spaces in class and revisit this message throughout the lessons. 4. Regular hand washing/sanitising when children arrive, in between activities, before leaving for the day-teacher and assistant in room to allow for close supervision during this. 5. Class Promise re-visited – lots of praise for adherence. 6. Only coats and bags to be brought into the buildings, encouragement to arrive as ready for class as possible. 7. Only personal water bottles to be used and ALL RUBISH TO BE TAKEN HOME IF SNACKS ARE NEEDED. to bring clearly named water bottle from home 8. All drinks bottles to be clearly named. 9. All areas regular cleaning of any equipment used | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW * | NEGLIGIBLE |

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| <u>Identify hazard</u> | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | |
| 2. Lack of social distancing using toilets and poor hygiene resulting in 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. Children supervised when going to the toilet to begin with until procedures firmly in place.
2. Allocated toilets for different classes
3. Young children and those with complex needs should continue to be supported in washing their hands and applying sanitiser
4. Hand gel used after toilet use as well as washing hands
5. Extra Signs in toilet re washing hands
6. External door to be kept open when toilets not in use.
7. Taps, flushes to be wiped after each use if possible and during change over time.
8. Deep clean of toilets every night or following morning.

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| 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 | |
| 3.Risk of spreading virus due to poor hygiene resulting in indirect transmission of the virus | | | |
| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | |
| <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. Clean hands more regularly 2. Hand gel available in all studios. 3. Hand gel ordered in large quantities 4. Extra soap dispensers and re-fills in toilets 5. Children hand sanitise or hand wash on entry to buildings ,leaving buildings, using the toilet and any time they cough or sneeze 6. Washing hands posters replaced in all washing areas 7. Reminders how to wash hands properly – posters 8. Procedure agreed for children to wash hands. 9. Ensure good respiratory hygiene- promote ‘catch it, bin, it kill it with children 10. Children with additional need to be given more support and supervision. 11. All studios to be provided with bins with lids | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | |

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| <u>Identify hazard</u> | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | |
| 4. Lack of social distancing waiting to enter the studios/ assembly rooms resulting in direct transmission of the virus | | | |
| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| 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. A staggered start where possible to be implemented for the pupils. 2. A one way system to be in place entering through the back (Fire exit) and out through the front door. 3. Parents and pupils to follow one way system where a gazebo will be provided for shelter for pupils and parents waiting to enter 4. Instructions shared re social distancing between families at drop off and pick up, with parents and children (letter prior to starting) 5. One adult to one child year 1 and under. All other school years will be met at the “Stage door” entrance. 6. Signage for parents and children displayed outside the studios. 7. Staff or volunteer assistants to be on duty to supervise entry and exit and between all lessons. 8. Pupils to be taken to the ‘bar door’ at assembly rooms and collected from same space- no parents in here at all. | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Identify hazard | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | |
| 5. Lack of social distancing if a pupil stays in the building in-between lessons. 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. Pupils have allocated changing space with reduced personal property. 2. Staff supervision where possible – actively encouraging and insisting on social distancing 3. Always at least 2 adults present (including assembly rooms) | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Identify hazard | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | |
| 6.Lack of social distancing for teacher and children while having to wait for their parent. 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 | |

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1. Children stay in their social bubble.
2. Teachers to take children in social distance line to door and hand over to parents
3. Parents to stand 2m away in a social distance
4. If parent is late child to stay in waiting area (studio), bar (assembly rooms)

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

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| <u>Identify hazard</u> | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards |
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7.Lack of social distancing in the corridors and shared spaces in the buildings resulting in direct transmission of the virus

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| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| <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. Children staying in the same studio for all classes and accessing outside from studio or in the case of the seniors from their allocated changing space.
2. Seniors will be allocated a changing space (either changing room or Studio 3)
3. On the rare occasion children have to change studios they will be accompanied
4. One child going to toilet at one time
5. Messages to office via staff mobiles- staff to have mobile phones with them during classes
6. Teachers to be aware of social distancing from each other when moving around the building- may wear masks if feel safer.
7. When walking to class doors propped open so children not touching- space line out – make into a game- accompanied by all ‘Bubble adults’
8. Staff informed about the importance of social distancing at all times- signs put up around school

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

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| <u>Identify hazard</u> | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards |
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8.Contact of shared resources resulting in indirect transmission of the virus

The guidance on reducing resources during the summer term has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased. Classroom based resources, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.

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| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| 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"> Children encouraged to wash hands / use hand gel before and after each activity Resources, along with frequently touched surfaces should be cleaned frequently Equipment for PBT must be pupils own and not shared. The use of scarves and toys will be restricted to pupils personal property. Regular wiping of sinks, taps, door handles, light switches throughout the day (involve children-) Each class to have anti bacterial hand wipes. Each Bubble has separate resources (these can be shared between bubbles but should be cleaned meticulously between bubbles or rotated and left unused for 48 hours (72 hours if plastic) Resources brought from home should be restricted- where possible | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Identify hazard | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | |
| <p>9.Emotional distress of the children</p> <p>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to KH.</p> <p>Schools should consider the provision of pastoral care designed to:</p> <ul style="list-style-type: none"> support the rebuilding of friendships and social engagement address and equip pupils to respond to issues linked to coronavirus (COVID-19) support pupils with approaches to improving their physical and mental wellbeing | | | |
| 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"> Lessons developed to allow time for supporting children’s social and emotional development as they return to KH Assessment of children’s wellbeing on return and intervention/strategies put in place- linked to other intervention if deemed appropriate Changes made to support staff working days if at all possible. Clear communication to parents prior to children coming back so that they can prepare their child for the changes. | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Identify hazard | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | |
| <p>10. Emotional distress of the staff – including anxiety- when returning to work</p> <p>Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, We expect this will allow most staff to return to the workplace.</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"> 1. Inclusion in risk assessment process – input into hazard identification and control measures 2. Regular communication with all staff to reassure them 3. Bubble Staff meeting – virtually – to discuss concerns and shared control measures 4. Sharing of support helplines – 5. All staff to meet via zoom to go through plans in detail date to be set. 6. Staff advised that where possible they should teach the pupils facing the mirror on dance lessons and be mindful not to touch them. Staff not to bend down to children’s level. 7. Risk assessments reviewed after day one, week one and fortnightly after that – this is flexible 8. Separate risk assessment for the office area 9. Designated “staff areas” areas for different groups of staff – maybe rota for same area if needed- office and staff room. 10. Planned time for planning and preparation within the week. 11. Extremely vulnerable staff are now advised that they can return to work as long as they maintain social distancing, an individual risk assessment should be completed 12. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. 13. Staff who are pregnant or could be deemed to be comparatively increased risk from coronavirus as set out in the Covid- 19 review of disparities in risks and outcomes report (https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes), who have concerns should discuss these with the Principal who will as far as is practically possible put additional measures in place as appropriate, following the completion of an individual risk assessment | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Identify hazard | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | |
| <p>11. 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 |

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| <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. Make reasonable adjustments and support the children through teaching the new norms and routine 2. For pre-school children staff will, if needed help with toileting , being mindful not to have face to face contact – ie not bending to child’s level and thoroughly washing hands before and after helping 3. For children with special educational needs and disabilities (SEND), their provision may have been disrupted during partial school closure and there may be an impact on their behaviour. It is important to recognise what the behaviour is communicating and whether it is a subconscious (habit or behaviour from previous school/social norms) or conscious behaviour (why are they choosing the behaviour and what do they need to be supported?). 4. Where social distancing is not possible all contact for positive handling should be either side by side or back to back (either sitting or standing) 5. When restraint is needed again should be back to back or side to side and to keep young person and adult safe from risk of infection a ‘fresh face’ should be after a maximum of 5 minutes. 6. This should be planned for within Bubble arrangements 7. Where a pupil is displaying symptoms of COVID-19, government recommendations for PPE and subsequent action should be followed (see Risk 14) 8. If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as spitting), they should continue to receive care in the same way as if they were not presenting these behaviours, including any existing routine use of PPE. 9. To reduce the risk of coronavirus transmission, no additional PPE is necessary, but additional space and frequent cleaning of surfaces, objects and toys will be required. Cleaning arrangements should be increased in all settings, with a specific focus on surfaces which are touched a lot. 10. If children acting in a way that puts staff at risk they will be sent home (agreement made with parents prior to children starting) 11. If non- symptomatic children need changing, existing PPE routine should be followed and the adult should always work from the side of the child. 12. Where a pupil displaying symptoms of COVID-19, requires changing government recommendations for PPE and subsequent action should be followed (see Risk14) | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| <u>Identify hazard</u> | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | |
| 12.Risk of spreading virus due to poor hygiene 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 | |

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1. Hand gel available in all classrooms and communal areas.
2. Hand gel ordered in large quantities
3. Extra soap dispensers and re-fills toilets
4. Children hand wash or hand gel on entry to school, leaving school, using the toilet and any time they cough or sneeze
5. Washing hands posters replaced in all washing areas
6. Reminders how to wash hands properly – posters
7. Procedure agreed for children to wash hands.
8. All studios to be provided with bins with lids

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

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| <u>Identify hazard</u> | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards |
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13. Risk of infection due to lack of cleaning resulting in indirect transmission of the virus

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| Existing level of risk | | Consider current level of risk | |
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| <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. All surfaces, handles, toilets and shared equipment will be cleaned each day.
2. Masks will be worn by all cleaning staff
3. Deep clean KH before the school re-opens
4. Deep clean of studios at the end of each day
5. Studios to have wipes readily available for cleaning down throughout the day

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

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| <u>Identify hazard</u> | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards |
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10. Children/ staff becoming ill during the day/ presenting symptoms

minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend KH

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| 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. Pupils, staff any other adults should not come into KH if they either have COVID-19 symptoms or have tested positive in the last 10 days
2. Anyone displaying symptoms during the class will be sent home
3. If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow ‘[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)’, which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.
4. The entrance to be used for any child awaiting collection (door open) member of staff present – remaining 2m away face masks to be worn (use emergency pack if social distancing cannot be maintained)
5. If child needs to use the bathroom- toilets can be used and then cubicle isolated until it can be cleaned thoroughly)
6. Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.
7. Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the [COVID-19: cleaning of non-healthcare settings guidance](#).
8. Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).

| 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

11. Singing provision for private lessons.

1. Music: Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, in larger groups such as school choirs and ensembles, or school assemblies. Further more detailed DfE guidance will be published shortly.

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| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| <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. Pupil to be at least three metres away from the teacher 2. Pupils to have their own music 3. Equipment to be cleaned between each class 4. Pupils to face away from the teacher. 5. A screen of some description will be placed between the teacher and pupil 6. Singing and speaking to be encouraged to be soft with no raised voices. | |

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

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| <u>Identify hazard</u> | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards |
| 12. Kitchen use | |

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| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| <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. The kitchen will be out of bounds for pupils, who will be advised to bring a pack up if coming straight from school. 2. Those pupils who have no option but to come straight from school and bring tea will be provided for in Studio 3 3. All rubbish must be taken home. 4. Teachers may decide to use the kettle at their own risk. The cleaning down after use will be necessary. Otherwise a flask and pack up will be recommended. | |

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| <u>Identify hazard</u> | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards |
| 13. Other Staff/adult considerations; supply staff, staff working across Bubbles, visitors | |

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| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| <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. Staff Meetings to be held on Zoom/TEAMS 2. Visitors to school should only be admitted if there is no other form of contact available and a visitors COVid agreement form be completed. | |

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

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| Name of assessor | Signature of assessor | Date |
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| Angela Kirkham | | |
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| Manager's comments | Insert comments relevant to assessment as appropriate |
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| Name of Principal | Signature of manager | Date |
|--------------------------|-----------------------------|-------------|
| Angela Kirkham | | |

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

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| <u>Identify Area</u> | Identifying gaps in learning |
| <ol style="list-style-type: none"> 1. Not every class will be available due to numbers of pupils 2. Every teacher to work to keep the standard our pupils are accustomed to. 3. Teachers not to concentrate on syllabus at first 4. Pupils have missed their training and will need to catch up slowly and confidently. 5. Vocational pupils to be given priority if studios become available. | |

