



<b>RISK ASSESSMENT FOR:</b> Holiday Clubs	<b>PREMISES:</b> This risk assessment has been designed to reduce and mitigate the risk from students, staff or other users of Finlay Community Primary School contracting COVID-19.	
<b>Establishment:</b> Finlay Community Primary School	<b>Assessment by:</b> Joshua Carter	<b>Date:</b> 1/7/2020
<b>1<sup>st</sup> Review Date Due:</b> 17/7/2020	<b>Manager Approval:</b> Richard Kear / School head teacher	<b>Date:</b>

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Control Measures	Are Control Measures Y/N/NA	
				In Place	Adequate
The potential of the virus to be spread amongst other groups and persons within that group.	Staff, Children parents,	Being too close to other people for a prolonged period of time can increase the risk of transmission.	<ul style="list-style-type: none"> <li>Minimising 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 or have been advised by NHS Test &amp; Trace to self-isolate, do not attend your setting</li> <li>Small consistent groups of up to 15 children to 1 staff with an extra member of staff available to clean.</li> <li>Group sizes are appropriate for the provision and range of movement for the activities planned.</li> <li>Children assigned to a group on their first day will remain with that group for future sessions that week.</li> <li>Groups will always avoid mixing with other groups on site.</li> <li>Avoid activities that require shouting or loud conversation as this adds an additional risk of infection.</li> <li>Minimising contact and mixing by altering, as much as possible, the environment (such as layout) and timetables (such as allowing for sufficient</li> </ul>	Y	Y

			<p>changeover time to clean the area between different classes or groups of children and ensuring areas do not become overcrowded).</p> <ul style="list-style-type: none"> <li>● Where possible all spaces should also be well ventilated using natural ventilation - opening windows and propping doors open (not fire doors)</li> <li>● Where settings can keep children and young people in those small groups 1 metres away from each other, they should do so. While in general groups should be kept apart, brief, transitory contact, such as passing in a corridor, is low risk.</li> <li>● Breaktime and lunchtimes should be in their designated areas and outside if possible or inside if necessary but always in separate areas.</li> <li>● Ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day and after each use. Seating students at the same desk each day if they attend on consecutive days.</li> <li>● Accessing rooms directly from outside where possible</li> <li>● One-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors.</li> <li>● Ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time. Groups to be designated a toilet they can use. Toilets with multiple toilets and sinks have every other one out of use to ensure social distancing.</li> <li>● Noting that some children and young people will</li> </ul>		
--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

			<p>need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules). <b>If a child requires this extra support an adult will need to accompany them.</b></p> <ul style="list-style-type: none"> <li>Parents and carers are being encouraged to limit the number of settings their children attend as far as possible, and ideally to ensure their children attend the same setting consistently. Discourage attendance from children who live outside the local area. Ideally, children who attend your setting should live within walking or cycling distance. <b>Only children who attend that school in term time can attend the holiday club in that venue.</b></li> </ul>		
Transmission of infection through touching surfaces	Staff, Children, parents,	People touching infected surfaces or people who have the virus (asymptotically) and infecting the surfaces.	<ul style="list-style-type: none"> <li>Minimising 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 or have been advised by NHS Test &amp; Trace to self-isolate, do not attend your setting</li> <li>Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered</li> <li>Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</li> <li>Cleaning frequently touched surfaces more often than usual using anti-bacterial products</li> <li>Follow the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms, halls and other learning</li> </ul>	Y	Y

			<p>environments.</p> <ul style="list-style-type: none"> <li>● Clean hands on arrival at the setting, before and after eating, and after sneezing or coughing</li> <li>● Children and staff are encouraged not to touch their mouth, eyes and nose.</li> <li>● Use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it').</li> <li>● Ensure that help is available for children and young people who have trouble cleaning their hands independently.</li> <li>● Encourage young children to learn and practise these habits through games, songs and repetition. Signs and clocks above washing facilities.</li> <li>● Ensure that bins for tissues are emptied throughout the day.</li> <li>● Where possible, all spaces should be well ventilated using natural ventilation (opening windows).</li> <li>● Prop doors open only if they are not fire doors, and where it is safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</li> <li>● Ensure enough supplies of soap, anti-bacterial gel and cleaning products.</li> <li>● There is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting.</li> <li>● Outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously.</li> <li>● Use halls and internal and external sports facilities for lunch and exercise - Adequate cleaning between groups between groups is in place, following</li> </ul>		
--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

			<p>the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></p> <ul style="list-style-type: none"> <li>● Reduce the use of shared resources by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff. <a href="#">Children to have their own materials and resources pack for that week. When booking parents will give indication if they want the arts &amp; craft activity brought home and parents to be informed that no materials can then be brought back in to school from home.</a></li> <li>● Any shared materials and surfaces should be cleaned and disinfected more frequently.</li> <li>● Equipment to be cleaned thoroughly after use and the settings to be occupied by the same children or young people in one day and properly cleaned between groups if two groups are on site.</li> <li>● <a href="#">Prostars to be in charge of all cleaning after each day/week including toilets, hall floors and all equipment</a></li> </ul>		
Lack of understanding of new control measures and communicating new measures with parents and staff.	Staff, Children parents,	Not following the new safety measures and increasing the risk of transmission.	<ul style="list-style-type: none"> <li>● Communicate your plans for reopening your provision to parents, including new safety measures that you have put in place to reduce the risk of infection and transmission of the virus.</li> <li>● Before reopening your provision, talk to staff about your plans and safety measures, including discussing whether training would be helpful.</li> <li>● Arrange regular opportunities to get feedback from staff on the new arrangements.</li> <li>● Use technology to communicate with parents and carers digitally where possible – <a href="#">Email and through booking system.</a></li> </ul>	Y	Y

			<ul style="list-style-type: none"> <li>● Tell children, young people, parents, carers or any visitors, such as suppliers, not to enter your setting if they are displaying any symptoms of coronavirus (COVID-19) (following the <a href="#">COVID-19: guidance for households with possible coronavirus (COVID-19) infection</a>).</li> <li>● Encourage parents to avoid using public transport to get to your setting. Ideally, they should walk or cycle where possible or use a private vehicle (provided they are only travelling with those from within their household). <a href="#">In guidance when booking</a></li> <li>● Reduce contact between parents and carers when dropping off and picking up their children, for example by limiting drop off and pick up to one parent or carer per family and staggering timings.</li> <li>● When allocating drop off and collection times to parents, avoid scheduling these during peak hours for public transport.</li> <li>● Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use).</li> <li>● <a href="#">Drop off for a 9am start is between 8:50-9:10. Single parent drop offs. Using the 2m waiting markers outside the school main door. Children to be assigned their group from the door and sent to their designated group leader through the office door and into the school hall. Parents to leave immediately to allow the next child to enter.</a></li> <li>● <a href="#">Parents to wait outside the school main door using the social distance markers. At 2:45pm parents to stand socially distanced on the playground waiting for their child. Children to be shown out to their parents at 3pm.</a></li> </ul>		
--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Staffing	Staff	Illness of staff or a setting having staff with inadequate qualifications.	<ul style="list-style-type: none"> <li>Clinically vulnerable individuals may also be at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the <a href="#">Staying at home and away from others (social distancing guidance)</a> have been advised to take extra care in observing social distancing. If any clinically vulnerable individuals, including those that are clinically extremely vulnerable, cannot work from home, they should be offered an individual discussion with their manager to ensure the safest available on-site roles. <b>No staff are classed as vulnerable individuals.</b></li> <li>Settings to have at least one person with first aid training.</li> <li>At least one person with up-to-date Designated Safeguarding Lead (DSL) training available to work/contacted by the staff delivering. Our DSL is Richard Kear – number is 07717840231</li> <li>All staff have completed WHO coronavirus online training to ensure correct cleaning and control of infection transmission.</li> </ul>	Y	Y
Lack of PPE and when to use it.	Staff, Children parents,	Transmission of infection due to contact with a potentially infected person.	<ul style="list-style-type: none"> <li>Children whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way</li> <li>PPE should be worn if a distance of 1 metre cannot be maintained from any child, young person or other learner displaying coronavirus (COVID-19) symptoms.</li> </ul>	Y	Y
Someone within the setting shows symptoms or tests positive after being in the setting.	Staff, Children parents, visitors	Contracting and spreading of the virus.	<ul style="list-style-type: none"> <li>Making their settings as safe as possible for staff, children and parents</li> <li>Promoting the need to get tested if anyone is symptomatic</li> <li>Encouraging staff to heed any notifications to self-isolate and supporting them when in isolation.</li> </ul>	Y	Y

			<ul style="list-style-type: none"> <li>• More information on NHS Test and Trace for workplaces can be found here: <a href="https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance">https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance</a>.</li> <li>• If anyone in your setting 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 should be sent home and advised to follow the <a href="#">COVID-19: guidance for households with possible coronavirus (COVID-19) infection guidance</a>.</li> <li>• If a child is awaiting collection indoors, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision. Ideally, a window should be opened for ventilation. If it is not possible to isolate them or you offer provision outside, you should move them to an area which is at least 2 metres away from other people.</li> <li>• If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products and following the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a> before being used by anyone else.</li> <li>• PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</li> <li>• In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.</li> <li>• If a member of staff has helped someone with</li> </ul>		
--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

			<p>symptoms, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see 'What happens if there is a confirmed case of coronavirus (COVID-19) in a setting?' below). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area of the setting with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p> <ul style="list-style-type: none"> <li>• Test and trace: Testing for anyone who has symptoms of coronavirus (COVID-19) to find out if they have the virus.</li> <li>• Gets in touch with anyone who has had a positive test result to gather information about any close recent contacts they have had.</li> <li>• Alerts those contacts, where necessary, and notifies them they need to self-isolate to help stop the spread of the virus.</li> </ul> <p><b>What happens if there is a confirmed case of coronavirus (COVID-19) in a setting?</b></p> <ul style="list-style-type: none"> <li>• When a child, young person or staff member develops symptoms compatible with coronavirus (COVID-19), they should be sent home and advised to self-isolate for 7 days and arrange to have a test to see if they have coronavirus COVID-19. They can do this by visiting <a href="#">NHS.UK</a> to arrange or contact NHS 119 via telephone if they do not have internet access. Their fellow household members should self-isolate for 14 days.</li> </ul>		
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

			<ul style="list-style-type: none"> <li>• Where the child, young person or staff member tests negative, they can return to the setting and the fellow household members can end their self-isolation.</li> <li>• If the child, young person or staff member tests negative but is unwell, they should not return to that setting until they are recovered.</li> <li>• Where the child, young person or staff member tests positive, NHS Test and Trace will speak directly to those they have been in contact with to offer advice. This advice may be that the rest of their class or group within the setting should be sent home and advised to self-isolate for 14 days.</li> <li>• As part of the national test and trace programme, if other cases are detected within the class or group or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise on the most appropriate action to take. In some cases, a larger number of other children and young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, group or site. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary</li> </ul>		
Children's welfare is affected due to COVID-19 outbreak	Children Parents Staff	The coronavirus (COVID-19) outbreak may have caused	It is important that staff are aware of the safeguarding issues that can put children at risk, such as abuse and neglect, and the signs to look out for.	Y	Y

		<p>significant mental health or wellbeing difficulties for some children and they may be at increased risk of harm or abuse. Due to the current circumstances, vulnerable children may be particularly isolated, meaning that the family, community and professional networks they usually rely on may be unavailable or hard to access.</p>	<ul style="list-style-type: none"> <li>• unusual injuries, including bruises, burns, fractures, bite marks or signs of self-harm</li> <li>• consistently poor hygiene, poor living conditions or inappropriate clothing</li> <li>• communicating aggressively or using sexual language</li> <li>• appearing withdrawn, guarded, anxious or frightened, particularly around certain individuals</li> <li>• If safeguarding issues come to light, they should be addressed using your setting's child protection and safeguarding policy.</li> </ul> <p>It is important to recognise that you and your staff may also need to consider how to support:</p> <ul style="list-style-type: none"> <li>• Individual children who have found the long period at home hard to manage.</li> <li>• Those who have developed anxieties related to the virus.</li> </ul> <p>Some children may also have experienced bereavements in their immediate family or wider circle of friends or family or had increased or new caring responsibilities, therefore the setting should provide:</p> <ul style="list-style-type: none"> <li>• Opportunities for children to talk about their experiences of the past few months.</li> <li>• Opportunities for conversations with trusted adults where this may be supportive.</li> <li>• Some lessons on relevant topics, for example, mental wellbeing or staying safe.</li> </ul>		
<p>As a provider of services to children and young people, it</p>	<p>Children Staff</p>	<p>Discrimination can cause emotional harm and problems for families who</p>	<ul style="list-style-type: none"> <li>• Prostars equality and diversity policy should be considered at all times and especially when making decisions and judgements related to the</li> </ul>	<p>Y</p>	<p>Y</p>

<p>is important to ensure we create spaces, services and opportunities that enable everyone to engage equally.</p>		<p>require rest bite.</p>	<p>impact on individuals and groups with protected characteristics.</p> <ul style="list-style-type: none"> <li>• When applying this guidance, organisations should be mindful of the particular needs of different groups of workers and individuals. Providers should be aware that some parents and carers may look to holiday clubs and out-of-school settings to offer respite childcare during the summer for children with special educational needs or with an education, health and care plan (EHCP).</li> <li>• Providers are permitted to open for disabled children <sup>5</sup> who are accessing these services as a local authority funded short break, and ensuring that provision is available and accessible to these children, as far as possible, should be remain a priority in these current circumstances.</li> <li>• Local Authorities will need to work with their short breaks provider base to explore maximum flexibility in delivery to enable children to attend services (and to ensure that these can operate during the summer holidays in particular, given this can be a key pressure point for families with caring responsibilities); for example, some local authorities have made more use of direct payments beyond their usual criteria.</li> <li>• It is breaking the law to discriminate, directly or indirectly, against anyone in employment and the provision of services because of a protected characteristic, such as age, sex, race or disability.</li> <li>• Employers and organisations (voluntary or</li> </ul>		
--------------------------------------------------------------------------------------------------------------------	--	---------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

			<p>otherwise) also have additional responsibilities towards disabled individuals and those who are new or expectant mothers.</p> <ul style="list-style-type: none"><li>• There is emerging evidence that BAME individuals may be more severely affected than the general population by coronavirus (COVID-19). Providers should be especially sensitive to the needs and worries of BAME children and young people, parents and carers, and staff, and should consider if any additional measures or reasonable adjustments may need to be put in place to mitigate risk.</li></ul>		
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--



<b>Additional Control Measures</b> <i>(to take account of local/individual circumstances including changes such as working practices, equipment, staffing levels).</i>	<b>Action by Whom</b> <i>(list the name of the person/people who have been designated to conduct actions)</i>	<b>Action by When</b> <i>(set timescales for the completion of the actions – remember to prioritise them)</i>	<b>Action Completed</b> <i>(record the actual date of completion for each action listed)</i>	<b>Residual Risk Rating</b>
<p>Hand sanitisers need to be put in place before participants arrive (they need to be put in the rooms in use, hall and one taken outside for each group).</p> <p>Cleaning products/ equipment need to be bought for each setting</p> <p>Doors need to be propped open where appropriate on each morning prior to opening.</p> <p>Emails need to be written and sent out to parents to ensure COVID-19 procedures are being followed.</p> <p>Staff need to be briefed on the COVID-19 procedures which must be adhered to.</p>	<p>Joshua Carter</p> <p>Joshua Carter</p> <p>Joshua Carter</p> <p>Joshua Carter</p> <p>Joshua Carter</p>	<p>20/07/20</p> <p>17/07/20</p> <p>20/07/20</p> <p>17/07/20</p> <p>17/07/20</p>		
<p><b>DATE OF REVIEW:</b> 17/07/2020 and every 2 weeks following this date.</p>	<p><b>COMMENTS:</b> Record any comments reviewer wishes to make. Including recommendations for future reviews.</p>			
<p><b>DATE OF REVIEW:</b></p>	<p><b>COMMENTS:</b></p>			
<p><b>DATE OF REVIEW:</b></p>	<p><b>COMMENTS:</b></p>			
<p><b>DATE OF REVIEW:</b></p>	<p><b>COMMENTS:</b></p>			



RESIDUAL RISK RATING	ACTION REQUIRED
<b>VERY HIGH (VH) Strong likelihood of fatality / serious injury occurring</b>	<b>The activity must not take place at all.</b> <b>You must identify further controls to reduce the risk rating.</b>
<b>HIGH (H) Possibility of fatality/serious injury occurring</b>	<b>You must identify further controls to reduce the risk rating.</b> <b>Seek further advice, e.g. from your H&amp;S Team</b>
<b>MEDIUM (M) Possibility of significant injury or over 3 day absence occurring</b>	<b>If it is not possible to lower risk further, you will need to consider the risk against the benefit. Monitor risk assessments at this rating more regularly and closely.</b>
<b>LOW (L) Possibility of minor injury only</b>	<b>No further action required.</b>

**Initial assessment:**

Name: Joshua Carter

Signed: J. Carter

Date: 03/07/20

**Review one:**

Name:

Signed:

Date:

**Review two:**

Name:

Signed:

Date:

**Review three:**

Name:

Signed:



Date:

**Review four:**

Name:

Signed:

Date:

**Signed off as complete:**

Name:

Signed:

Date: