

Implementing Protective measures in education and childcare settings for the full opening of schools from 2 September 2020

~~Implementing Protective Measures in Education and Childcare Settings for the full opening of schools from 2 September 2020 during the COVID-19 pandemic~~

Current tier level: National lockdown

During the period of national lockdown, schools, alternative provision (AP), special schools, colleges and wraparound childcare and other out-of-school activities for children should allow only vulnerable children and young people and the children of critical workers to attend (recognising that the characteristics of the cohorts in special schools and alternative provision will mean these settings continue to offer face to face provision for all pupils, where appropriate). All other pupils and students should not attend and should learn remotely until February half term.

Early years provision should continue to remain open and should continue to allow all children to attend full time or their usual timetable hours. This includes early years registered nurseries and childminders, maintained nursery schools, as well as nursery classes in schools and other pre-reception provision on school sites. Only vulnerable children and children of critical workers should attend on-site reception classes. This is the default position for all areas irrespective of national lockdown restrictions.

We know that receiving face-to-face education is best for children's mental health and for their educational achievement. We will continue to review the restrictions on schools, colleges and universities and will ensure that children and young people return to face-to-face education as soon as possible.

Limiting attendance does not suggest that schools and colleges have become significantly less safe for young people. Instead limiting attendance is about supporting the reduction of the overall number of social contacts in our communities. We have resisted restrictions on attendance at schools since the first lockdown but, in the face of the rapidly rising numbers of cases across the country and intense pressure on the NHS, we now need to use every lever at our disposal to reduce all our social contacts wherever possible.

For vulnerable children and young people and the children of critical workers, who should still attend school or college, as they did in March to July, and their teachers, the system of protective measures means that any risks are well managed and controlled.

We are responding to the intense pressure on the NHS, but that pressure is not driven by children. We are not seeing significant pressure from coronavirus (COVID-19) in paediatrics across the UK. The new variant appears to affect all ages but we have not seen any changes in the severity of the disease among any age groups, including children and young people.

The majority of children and young people have no symptoms or very mild illness only. As cases in the community rise there will be an increase in the number of children we see with coronavirus (COVID-19) but only very rarely will they require admission to hospital.

~~The Government continues to aim that all children, in all year groups, remain in school full-time. The Government states that every school will also need to plan for the possibility of local restrictions and how they will ensure continuity of education:-~~

The system of controls set out in this section provides a set of principles for infection control and if schools follow this advice and maximise the use of these control measures, they will effectively minimise risks of viral transmission. All elements of the system of controls are essential. All schools must cover all key elements, but the way different schools implement some of the requirements will differ based on their individual circumstances.

Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. The control measures have been adapted from the system of protective measures which were introduced during the summer term. These control measures include:

- ~~A~~ requirement that people ~~who are ill~~ stay at home if they:-
 - are ill with virus symptoms
 - have tested positive, even if asymptomatic
 - have been advised by NHS Test and Trace to do so
 - are household members of a positive case, even if that case is asymptomatic
 - are required to self-isolate for travel-related reasons
- Robust hand and respiratory hygiene.
- Enhanced cleaning and ventilation arrangements.
- Active engagement with NHS Test and Trace.
- Formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible ~~and~~
- minimise potential for contamination so far as is reasonably practicable.

How contacts are reduced will depend on a school's circumstances, including how many children need to attend during this period, and will (as much as possible) include:

- ~~Grouping children together.~~ Keeping children in consistent groups
- Avoiding contact between groups.
- Arranging classrooms with forward facing desks.
- Staff maintaining distance from pupils and other staff as much as possible.

The guidance is found at: [Restricting attendance during the national lockdown: schools \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85422/Restricting_attendance_during_the_national_lockdown_schools.pdf)

Risk assessment

Employers must protect people from harm. This includes taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within the education setting.

~~Schools have remained open to some pupils since 23 March 2020, welcoming more pupils back from 1 June 2020. Schools should therefore have already assessed the risks and implemented proportionate control measures to limit the transmission of coronavirus (COVID-19) for a limited number of pupils.~~

Schools should have already assessed the risks and implemented proportionate control measures to limit the transmission of coronavirus (COVID-19).

It is a legal requirement that schools should ~~have revisited~~ and ~~updated~~ their risk assessments (building on the learning to date and the practices they have already developed) ~~before the autumn term began.~~ It is good practice to treat risk assessments as a “living document” which is kept under review, especially having regard to changing circumstances.

Schools should have ~~already~~ considered the additional risks and control measures. ~~to enable a return to full capacity in the spring term.~~ Schools ~~should have also~~ will ~~reviewed~~ and ~~updated~~ their wider risk assessments and ~~considered~~ the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19). Schools should ~~also~~ have

ensured that they **have** implemented sensible and proportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level.

School employers should have active arrangements in place to monitor that the controls are:

- effective
- working as planned
- updated appropriately considering any issues identified and changes in public health advice

For more information on what is required of school employers in relation to health and safety risk assessments, see [annex A of Restricting attendance during the national lockdown](#) [Guidance for full opening](#).

The system of controls: protective measures

Having assessed their risk, schools must work through the below system of controls, adopting measures **to the fullest extent possible** in a way that addresses the risk identified in their assessment, works for their school, and allows them to deliver a broad and balanced curriculum for **the** pupils attending during this period, including full educational and care support for those pupils who have Special Education Needs and Disabilities (SEND).

If schools follow the guidance set out here they will effectively reduce risks in their school and create an inherently safer environment.

System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

Prevention:

1) minimise contact with individuals who are unwell by ensuring that those who **are required to stay at home have coronavirus (COVID-19) symptoms, or who have someone in their household who does,** do not attend school

2) where recommended, the use of face coverings in schools

3) clean hands thoroughly more often than usual

4) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

5) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents

6) minimise contact between individuals and maintain social distancing wherever possible

7) where necessary, wear appropriate personal protective equipment (PPE)

8) always keeping occupied spaces well-ventilated

Numbers 1 to 5, and number 8, must be in place in all schools, all the time.

Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 7 applies in specific circumstances.

Response to any infection:

9) engage with the NHS Test and Trace process

10) manage confirmed cases of coronavirus (COVID-19) amongst the school community

11) contain any outbreak by following local health protection team advice

Numbers 9 to 11 must be followed in every case where they are relevant.

The three principles upon which we are making decisions are as follows:

- Safety first
- Fairness and equity
- Quality learning for all children

The risk assessment template below sets out the known hazards and importantly controls that have been advised either by the Government/DfE, the World Health Organisation (WHO), Public Health England (PHE), NHS (safe practice) or good practice (unions/other sources).

~~Education settings will remain open in local restriction tiers 1, 2, 3 and 4.~~

There are some specific issues that are addressed in the risk assessment but for clarity please read the following Government Guidance for ~~full opening schools~~ Restricting attendance during the national lockdown: schools:

Use of face coverings in school

~~Under national lockdown, in settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This does not apply to younger children in primary schools and in early years settings.~~

~~Staff who wish to wear a face mask if they are feeling anxious may do so subject to a discussion with their head teacher and following the Compass protocols.~~

~~The Government is not recommending universal use of face coverings in all schools. Schools that teach children in years 7 and above and which are in local restriction tier 1 will have the discretion to require face coverings for pupils, staff and visitors in indoor areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas and it has been deemed appropriate in those circumstances. Primary school children will not need to wear a face covering.~~

~~In primary schools where social distancing is not possible in indoor areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.~~

~~Based on current evidence and the measures that schools have already put in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings could have a negative impact on teaching and their use in the classroom should be avoided.~~

~~**Local restriction tiers: 2, 3 or 4** When an area moves to local restriction tiers: 2, 3 or 4, in settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This does not apply to younger children in primary schools and early years settings.~~

~~In the event of an area moving into local restriction tier: 2, 3 or 4, schools will need to communicate quickly and clearly to staff, parents, and pupils that the new arrangements require the use of face coverings in certain circumstances.~~

Exemptions

Some individuals are exempt from wearing face coverings. This applies to those who:

- cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability
- speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate

The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.

Access to face coverings

It is reasonable to assume that staff and young people will now have access to face coverings due to their increasing use in wider society, and Public Health England has made available resources on how to make a simple face covering.

However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, education settings should take steps to have a small contingency supply available to meet such needs.

No-one should be excluded from education on the grounds that they are not wearing a face covering.

Safe wearing and removal of face coverings

Schools should have a ~~clearly communicated~~ process for ~~removing/managing~~ face coverings ~~in school when those who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances~~. This process should be communicated clearly to pupils and staff.

Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.

Pupils must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again ~~before heading to their classroom~~.

Staff should follow the Compass Protocol on the Wearing of Face Coverings.

If the wearer has COVID-19 symptoms this guidance should be followed for the mask disposal.

Further guidance on face coverings

- Safe working in education, childcare and children's social care provides (<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-socialcare>)
- Face coverings in education settings (<https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>)

Minimise contact between individuals and maintain social distancing ~~as far as~~ wherever possible

Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.

The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. ~~Whilst schools are attended by vulnerable children and the children of critical workers only, where possible schools should keep group sizes small. For children old enough, they should also be supported to maintain distance and not touch staff where possible. Any additional space available where there are lower numbers of pupils attending, should be used wherever possible to maximise the distance between pupils and between staff and other people. These are not alternative options and both measures will help, but the balance between them will change depending on:~~ The points to consider and implement are:

- ~~children's ability to distance~~ how to group children
- ~~the lay out of the school~~ measures within the classroom - distancing
- ~~the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)~~ measures elsewhere - keeping groups apart
- other considerations – measures for pupils with SEND, management of visitors, resources & equipment, any other settings attended by pupils

~~It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.~~

~~Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.~~

~~For pre-school children in early years settings, the staff to child ratios within (EYFS) continue to apply as set out here, and we recommend using these to group children.~~

Covid-19 Testing:

As essential workers, Support and Teaching staff can apply for a covid-19 test on the government portal or the school can arrange the test on their behalf: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>.

Schools should engage with the NHS Test and Trace process.

Personal Protective Equipment (PPE) including face covering and face masks:

The majority of staff in education settings will not require PPE beyond what they would normally need for their work

PPE is only needed in a very small number of cases including:

- where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained
- where a child or young person already has routine intimate care needs that involve the use of PPE, in which case the same PPE should continue to be used

Where PPE is required, the following is a general checklist for PPE management:

- Communicate suitable information to pupils, parents, and carers on what to expect in relation to staff wearing additional PPE;
- Ensure training is provided to the relevant staff on how to correctly put on and wear items of PPE, when it should be replaced throughout the day and how it should be disposed of (Videos and guidance is available and noted on the assessment template below);

- Ensure that where a need for disposable half facemasks that provide a higher level of protection (e.g. disposable FFP3 masks and reusable half masks) is identified. Face fit testing is provided by a competent person (And how this will be applied to staff who have facial hair);
- Identify staff that have relevant pre-existing medical conditions which may restrict or prevent some workers wearing certain types of PPE and clarify how this will be managed. (E.g: asthma or skin allergies);
- Ensure a maintained stock of all identified items of PPE, including a contingency surplus, is available to ensure that the identified additional controls can be sustained throughout the phased return period and into full occupation of each school building until such a time that control measures can be reviewed and reduced accordingly.

The Government guidance is available here:

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

School Name: Deansfield	Risk Assessment Date: 02/11/2020	Assessed by: Clara Daly	Approved by Local Governing Body:
Details of workplace/activity:	Pupils and employees partaking in school activities within the school premises, including general classroom activities, dining, break-times, playgrounds, pick-up and drop off (where applicable), First aid and external visitors to the school.	Persons affected:	Pupils, staff, Contractors and Visitors

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
Health & safety compliance checks for sites remained open	<p>All health safety and compliance testing up to date in required timescales Regular meetings with Health and Safety Governor – socially distanced and in well-ventilated spaces and/or virtual as required</p> <p style="color: red;">Water systems to be flushed in accordance with the school's legionella risk assessment and policy. Where buildings are limiting attendance to just vulnerable children and children of critical workers, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Following advice at legionella risks during the coronavirus outbreak.</p>	Touch point cleaning at lunch done by middadys	LG/CD	ongoing	
Health & safety compliance checks for closed sites	<p>Water systems to be flushed in accordance with the school's legionella risk assessment and policy. To check there are no leaks in the water system and there is provision of hot water. Ensuring the safety and quality of the water by:</p> <ul style="list-style-type: none"> • disinfecting the water system by raising the temperature of the heating of the system; or • in schools which have cooling towers/AC systems, legionella testing the water and receiving a positive clearance. <p>Testing fire alarms/smoke alarms/panic and accessible-toilet alarms. Checking:</p> <ul style="list-style-type: none"> • fire-door mechanisms; • gas supply; • kitchen equipment; 		LG/CD	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<ul style="list-style-type: none"> • ventilation system; • key holder information; • fixed wiring (if the scheduled tests required by regulations have not taken place in the last six months); • emergency lighting; • inspection of lifts (if the scheduled tests required by the regulations have not taken place in the last six months); • inspection of all known asbestos sites. These may have been damaged by rodent activity during the closure. • Inspection for rodent activity and/or infestations. Commissioning of pest control may be required. <p>Cleaning of the premises: Deep cleaning is not required if no-one has been into the premises during any periods of closure. However, if someone goes into the premises within five days before the date of reopening, any areas accessed by that person must have a deep clean of touch surfaces. Servicing of reprographic and other equipment in accordance with the manufacturer's/provider's requirements.</p> <p>Regular meetings with Health and Safety Governor. When in-person ensuring meetings are socially-distanced and held in well-ventilated spaces.</p>				
Staff Well-being	<p>Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that mMost staff will attend school. It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to</p>	AOB contains standing Covid updates	CD/KB/JL/AP	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider what is feasible and appropriate.</p> <p>Staff are encouraged to access free testing facility provided by the LA, details of this are circulated to all staff.</p> <p>Availability and well-being of all staff is assessed taking into consideration staff who are self-isolating, and those who are in the most at risk categories.</p> <p>Staff are briefed and consulted on school procedures and the measures put in place for the wider return to school of all pupils.</p> <p>Staff have had sufficient training and briefing regarding infection control and school protocols.</p> <p>Staff are up to date on other related guidance and support in relation to themselves and pupils such as stress and wellbeing including: https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak Links to the extra mental health resources available for pupils and staff are shared: https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers https://www.educationsupport.org.uk/</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>In relation to mental health and stress support organisation, details are available to staff including the confidential Employee Assistance Programme.</p> <p>There are communication and support networks in place for staff and if there are particular concerns staff can raise them quickly and effectively.</p> <p>Hazard reporting mechanisms are in place and easily accessible.</p> <p>Talks with staff about the planned changes (e.g. safety measures, timetable changes and staggered arrival and departure times, PPA), have taken place, including discussing whether additional training would be helpful.</p> <p>Planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens and existing practices are reviewed. DfE's workload reduction toolkit.</p>				
Staffing levels	<p>Assessing availability of staff for all activities during school day, including lunchtime and break supervision, and to provide support for pupils with special or additional needs taking into account:</p> <ul style="list-style-type: none"> • staff who are in the most at risk categories. Individual risk assessments are conducted for staff members in these categories, including staff who are from Black, Asian and 				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>minority ethnic backgrounds, or have certain conditions such as diabetes or obesity</p> <ul style="list-style-type: none"> • staff who are self-isolating, and staff on maternity or any other form of leave • availability of supply staff to cover any vacancies or long-term absences. 				
Staff working across bubbles	<p>Staff to ensure they minimise contact and maintain as much distance as possible from other staff. In the case that the staff member tests positive both bubbles will be required to self-isolate for 14 days and remote learning will be provided.</p>	<p>David timetable has no more than 2 year groups weekly Bev working with small groups in training room</p> <p>Curriculum cover on a Friday where possible</p> <p>Bubbles planned so as many as possible have in bubble cover opportunities</p>	CD/KB/JL	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
Supply staff	<p>Supply teachers, peripatetic teachers and other temporary staff can move between schools as required. Such staff to ensure they minimise contact and maintain as much distance as possible from other staff. They should also participate in schools' rapid testing programmes where these have been established</p> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</p> <p>Staff are briefed on the school's measures and supply staff protocols prior to arrival onsite and what to do if they become unwell.</p>	Cancel use of supply staff/peripatetic teachers moving between schools	CD	Ongoing	
School Direct Students on placement	<p>Checking whether they have been in contact with any suspected cases within the last 10 days and whether they are experiencing coronavirus symptoms prior to entering school. If the answer is yes to any of the COVID-19 vetting questions, ensuring that they remain at home and follow government staying at home guidance.</p> <p>SD students are encouraged to undertake Rapid Testing prior to taking up their placement where this is available.</p> <p>Putting appropriate measures in place if they are extremely clinically vulnerable or clinically vulnerable or otherwise at increased risk of COVID-19 and incorporating this into the school's risk assessment.</p> <p>Providing a comprehensive induction in the school's COVID-19 policies, procedures and risk assessments, prior to commencement.</p>		HT	Prior to starting placement	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
<p>Local restrictions COVID alert levels</p>	<p>Following the requirements of the local restriction levels alert level that apply ies to the school.</p> <p>Staff living in areas subject to a different alert restriction level to the area of their school s are to follow the highest alert level of the area in which they live/work if different areas.</p> <p>Reviewing risk assessments for staff members who are clinically or extremely clinically vulnerable or otherwise at increased risk to COVID-19.</p> <p>For the different alert levels see here</p> <p>For guidance on shielding see here</p>		<p>All staff</p> <p>All staff</p> <p>Head teacher</p>	<p>Not currently rel due to national lockdown</p>	
<p>Staff who are extremely clinically extremely vulnerable and who may otherwise be at increased risk of COVID-19 (see guidance)</p>	<p>Monitoring local restriction levels and reviewing risk assessments for vulnerable groups as needed.</p> <p>Informing employees about any social distancing and infection control measures to be taken.</p> <p>Ensuring staff for whom this is the case are known to the school.</p> <p>Advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list). This covers what additional measures individuals in this group can take, tailored to each Local restriction tier.</p> <p>During national lockdown and when areas are in tier 4 , individuals who are clinically extremely vulnerable are advised to</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>work from home and where this is not possible, they should not go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP specialist doctor and may have been advised to shield in the past, most recently in November 2020.</p> <p>Staff should talk to their employers about how they will be supported, including to work from home where possible. Schools should continue to pay clinically extremely vulnerable staff on their usual terms.</p> <p>All staff can continue to attend school in local restriction tiers 1, 2 and 3.</p> <p>Under local restriction tier 3, staff and employers may discuss flexibilities that support clinically extremely vulnerable staff, such as staggered start times to reduce travel during rush hour.</p> <p>Further <u>guidance to the clinically extremely vulnerable</u> is available.</p> <p>We will undertake an individual risk assessment for these staff members, and will take account of any further information from the member of staff's GP, consultant, or other senior clinician. Staff who have been issued with a current notification to shield will be asked to work from home.</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>The risk assessment should also take into account <u><i>Disparities in the risk and outcomes of COVID-19</i></u> which says that the following people are more at risk of serious illness or death from COVID-19:</p> <ul style="list-style-type: none"> • Older workers • Men • Those who live in deprived areas • People from Black and Asian minority ethnic groups • Comorbidities; particularly diabetes, hypertensive diseases, chronic kidney disease, chronic obstructive pulmonary disease and obesity • Solid organ transplant recipients • People with certain cancers • People with significant respiratory problems • People with rare diseases that significantly increase the chance of infections 				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<ul style="list-style-type: none"> • People on immunosuppressant therapies • Pregnant women with significant heart disease • People who have been classed as clinically extremely vulnerable based on clinical judgement <p>Where staff have significant risk factors, leaders will discuss staff concerns and explain the measures the school has already put in place to reduce risks. Leaders will try as far as practically possible to accommodate additional measures where appropriate.</p> <p>The risk assessment will consider ways to mitigate increased risk such as temporary changes to working arrangements to work from home, working with older children who might be more able to social distance, using staff shared spaces safely, staggered start times. Any changes agreed will be reviewed regularly.</p> <p>While in school staff should follow the sector specific measures to minimise the risk of transmission this includes taking particular care to observe good hand and respiratory hygiene, avoid touching your face, minimising contact and maintaining social distancing. Ideally, adults should maintain at least 2 metre distance from others, and where this is not possible:</p> <ul style="list-style-type: none"> ➤ avoid close face to face contact 				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<ul style="list-style-type: none"> ➤ minimise time spent within 1 metre of others (maximum 1 minute where possible) ➤ minimise time spent within 1 – 2m of others (maximum 15 minutes where possible). ➤ not travelling in cars with others outside of their household. <p>While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.</p>				
<p>Staff who are clinically vulnerable</p>	<p>Clinically vulnerable staff can continue to attend school where it is not possible to work from home.</p> <p>Ensuring staff for whom this is the case are known to the school.</p> <p>Following current <u>guidelines</u>.</p> <p>Informing employees about any social distancing and infection control measures to be taken.</p> <p>Monitoring local COVID-19 alert levels and reviewing risk assessments for vulnerable groups as needed.</p> <p>Staff to observe good hand and respiratory hygiene, avoid touching your face, minimising contact and maintaining social distancing. Ideally, adults should maintain at least 2 metre distance from others, and where this is not possible avoid close</p>		<p>Headteacher</p> <p>HR Director</p>	<p>ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>face to face contact and minimise time spent within 1 metre of others.</p> <p>While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.</p>				
Staff who are pregnant	<p>Pregnant women are considered 'clinically vulnerable' and are generally advised to follow the above advice, which applies to all school staff. Pregnant women should practise frequent thorough hand washing, and cleaning of frequently touched areas in their home or workspace, and follow the measures set out in the system of controls. Pregnant women are not advised to be vaccinated against COVID-19.or in some cases 'clinically extremely vulnerable' to coronavirus (COVID-19) and therefore require special consideration as set out in the <u>guidance for pregnant employees.</u></p> <p>We will carry out a <u>An employer's workplace risk assessment is carried out</u> in accordance with the Management of Health and Safety at Work Regulations 1999 (MHSW). Information contained in the <u>Royal College of Obstetricians and Gynaecologists, Royal College of Midwives guidance on coronavirus (COVID-19)</u> in pregnancy is used as the basis for a risk assessment.</p> <p>As part of the risk assessment, we will consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks.</p> <p>If we are notified that an employee is pregnant, breastfeeding, or has given birth within the last 6 months, we will check the workplace risk assessment to see if any new risks have arisen. If</p>		<p>CD</p> <p>JG</p> <p>HC</p>	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>risks are identified during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, we will take appropriate sensible action to reduce, remove or control them.</p> <p>While it is a legal obligation for employers to regularly review general workplace risks, there is not necessarily a requirement to conduct a specific, separate risk assessment for new and expectant mothers. However, an assessment may help identify any additional action that needs to be taken to mitigate risks.</p> <p>Pregnant women from 28 weeks' gestation, or with underlying health conditions at any gestation, may be at greater risk of severe illness from coronavirus (COVID-19). This is because, although pregnant women of any gestation are at no more risk of contracting the virus than any other non-pregnant person who is in similar health, for those women who are 28 weeks pregnant and beyond there is an increased risk of becoming severely ill, and of pre-term birth, should they contract coronavirus (COVID-19). This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness from coronavirus (COVID-19).</p> <p>Pregnant women of any gestation should not be required to continue working if this is not supported by the risk assessment.</p> <p>Women who are 28 weeks pregnant and beyond, or are pregnant and have an underlying health condition that puts them at a greater risk of severe illness from COVID-19 at any</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>gestation, should take a more precautionary approach. We will ensure pregnant women are able to adhere to any active national guidance on social distancing and/or advice for pregnant women considered to be clinically extremely vulnerable (this group may previously have been advised to shield).</p> <p>Read more guidance and advice on coronavirus (COVID-19) and pregnancy from the Royal College of Gynaecologists.</p>				
<p>Staff who live with someone who was previously shielding is clinically vulnerable or extremely clinically vulnerable or otherwise at increased risk of COVID-19</p>	<p>Following current <u>guidelines</u> on shielding and protecting people in these categories.</p> <p>Ensuring staff for whom this is the case are known to the school.</p> <p>Monitoring local COVID-19 alert levels and reviewing risk assessments for vulnerable groups as needed.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace but should ensure they maintain good prevention practice in the workplace and home settings.</p> <p>Clinically vulnerable, extremely clinically vulnerable and those otherwise at increased risk of COVID-19 to follow staying alert and safe (social distancing) guidance.</p>		<p>CD</p> <p>JG</p> <p>HC</p>	<p>ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Staff living with individuals who are extremely clinically vulnerable to be offered an individual risk assessment, which is kept under review according to local alert levels.</p>				
<p>Pupils – self-isolating & shielding</p>	<p>A small number of pupils will still be unable to attend in line with public health advice to self-isolate because:</p> <ul style="list-style-type: none"> • they have had symptoms or a positive test result themselves • they live with someone that has symptoms or has tested positive and are a household contact • they are a close contact of someone who has coronavirus (COVID-19) <p>Following <u>guidelines</u> on shielding and protecting people who are clinically extremely vulnerable.</p> <p>More evidence has emerged that shows there is a very low risk of children becoming very unwell from coronavirus (COVID-19), even for children with existing health conditions. Far fewer children should remain in the clinically extremely vulnerable group in the future following their routine discussions with their clinician.</p> <p>Shielding advice is currently in place during the national lockdown and when areas are in tier 4 and all children deemed clinically extremely vulnerable are advised not to attend school.</p>		<p>CD/JL/KB</p>	<p>ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>The advice for pupils in local restriction tiers 1 to 3 who remain in the clinically extremely vulnerable group is that they should continue to attend school, unless they are one of the very small number of pupils or students under paediatric or NHS care (such as recent transplant or very immunosuppressed children) and have been advised specifically by their GP or clinician not to attend an education setting.</p> <p>Following PHE advice if local rates of the disease rise in the area such that children/family members from the area are advised to shield.</p> <p>The shielding list provides advice on additional measures individuals in this group can take tailored to each local COVID-alert level. Far fewer children should remain in this group in the future following routine discussions with their clinician.</p> <p>For pupils who are self-isolating or shielding and are within the definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support. The published definition of vulnerable children includes young people defined as those who have a social worker or an education health and care (EHC) plan or those who are deemed otherwise vulnerable by the school or the local authority.</p> <p>Remote education will be provided were a pupil is unable to attend school in the above circumstances. Such absences will not be penalised.</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
<p>Pupils who remain in the clinically extremely vulnerable group</p>	<p>Systems in place to keep in contact with individuals who are self-isolating and are within the Government's definition of vulnerable.</p> <p>When a vulnerable child is asked to self-isolate, notifying their social worker (if they have one). Agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.</p> <p>Procedures in place to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.</p>		CD	2/12	ongoing
<p>Vulnerable children who are self-isolating</p>	<p>Systems in place to keep in contact with individuals who are self-isolating and are within the Government's definition of vulnerable.</p> <p>When a vulnerable child is asked to self-isolate, notifying their social worker (if they have one). Agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.</p> <p>Procedures in place to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.</p>	Paper packs provided	CD/KB/JL	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
Pupils or staff wearing face coverings incorrectly	<p>Government is not recommending universal use of face coverings in all schools. Headteachers may use their discretion to allow a child or staff member to wear a face covering, which will be subject to an individual risk assessment being undertaken and subject to ongoing monitoring and review. The child/staff member will be required to follow the Compass protocols for the wearing of face masks and follow government guidance:</p> <ul style="list-style-type: none"> • Safe working in education, childcare and children's social care provides (https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-socialcare) • Face coverings in education settings (https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education) 		CD	Ongoing	
Teaching & learning expectations	<p>Government expects that most pupils will attend school.</p> <ul style="list-style-type: none"> • existing flexibilities used to create time to cover the most important missed content • Nursery - teachers focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. • Reception - teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. • Follow updates to the EYFS disapplication guidance. 		CD/JG/KB/JL	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<ul style="list-style-type: none"> For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning. For pupils in key stages 1 and 2, prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) Curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year availability of appropriate personal protective equipment (PPE) for staff dealing with someone exhibiting COVID-19 symptoms in school/children whose intimate care routines already require use of PPE, and access to running water and soap and arrangements for the regular cleaning of touch surfaces throughout the day. 				
Music, dance and drama	<p>All Pupils should continue to have access to a quality arts education. Music, dance and drama build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves, while ensuring that all safeguards are in place to reduce the risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.</p> <p>Schools should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each</p>	<p>Lesson in groups of 15 Only 2 year groups in one week and a 1.5 day gap in between year groups RA for tutors and ventilated areas given</p>	<p>CD/DM</p>	<p>ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.</p> <p>Keeping any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. Where possible, using microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. Where possible, not sharing microphones. If they are shared, follow the guidance on <u>handling equipment</u>.</p> <p>When planning music provision, schools should consider additional specific safety measures. Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow in the next sections. Government has published advice on safer singing.</p> <p>Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice.</p> <p>Singing, wind and brass playing should not take place in larger groups. In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate. Pupils should use seating where practical to help maintain social distancing.</p> <p>Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player. Also, use microphones where possible or encourage singing quietly.</p> <p>Performances: hosting audiences through live streaming or recording performances.</p> <p>Individual lessons and performance in groups: music, dance and drama can continue, led by a member of school staff/peripatetic teacher. This may mean teachers interacting with pupils from multiple groups, so schools will need to take particular care. Social distancing should be maintained</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>wherever possible, meaning teachers should not provide physical correction. Following the specific safety measures for individual music lessons:</p> <p>Social distancing: Specific social distancing between pupil and teacher (current guidance is that if the activity is face to face and without mitigations, 2 metres is appropriate), accounting for ventilation of the space being used. Pupil and teacher should be positioned side by side if possible.</p> <p>Avoid sharing instruments: Avoid sharing instruments and equipment wherever possible and place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets.</p> <p>If instruments and equipment have to be shared, they should be regularly disinfected (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on <u>cleaning and handling equipment</u>. Instruments should be cleaned by the individuals playing them, where possible.</p> <p>Scores, parts and scripts: Limit the handling of music scores, parts and scripts to the person using them.</p>				
Physical activity	<p>Following the measures in the system of controls.</p> <p>Team sports are likely to be limited. Where considering team sports schools must only consider those sports whose national</p>	No coaches in school this term	CD/HT	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. Schools must only provide team sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events. return to recreational team sport framework</p> <p>(https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-andrecreation/return-to-recreational-team-sport-framework).</p> <p>Pupils kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups</p> <p>Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within their own system of controls. For sport provision, outdoor sports are prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sport setting because of the way in which people breathe during exercise.</p>				

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	<p>External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>Following the below guidance:</p> <p>guidance on the phased return of sport and recreation (https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation) and guidance from Sport England (https://www.sportengland.org/how-we-canhelp/coronavirus) for grassroot sport</p> <ul style="list-style-type: none"> • advice from organisations such as the Association for Physical Education (https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf.) and the Youth Sport Trust (https://www.youthsporttrust.org/coronavirus-support-schools) • guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents 				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>(https://www.swimming.org/swimengland/pool-return-guidancedocuments/)</p> <p>Work with external coaches, clubs and organisations for curricular and extracurricular activities where satisfied that it is safe to do so within the school's wider protective measures.</p> <p>Schools in tier 4</p> <p>PE, sport and physical activity provided by schools to their own pupils under their systems of control can continue. This includes sports clubs or activities before or after school, in addition to their regular PE lessons.</p> <p>Pupils should be kept in consistent groups and sports equipment thoroughly cleaned between each use by different individual groups. Competition between different schools should not take place, in line with the local restrictions on grassroots sport.</p> <p>Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example, practising specific techniques, within their own system of controls. When it comes to playing team sport, schools can offer those with approved guidance listed in the DCMS return to recreational team sport framework, offering the activity in line with guidance.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. Where open, external facilities, including other schools' facilities, can also be used in line with government guidance for the use of, and travel to and from, those facilities and schools' own systems of controls.</p>				
Pupil wellbeing	<p>Circumstances of pupils likely to be returning have been reviewed and any new circumstances that may pose a risk have been assessed.</p> <p>Individual pupils who need specific care which cannot be delivered whilst ensuring social distancing have been risk assessed and staff are provided with appropriate PPE</p> <p>Pupils with behaviour issues or who may be potentially violent, especially those with a known risk of spitting and or requiring physical restraint, have been risk assessed.</p> <p>Pupils who may be worried about returning to school or who have been in challenging home circumstances or experienced bereavement during the pandemic (covid19 related or not) have been risk assessed.</p> <p>Use age appropriate materials to explain and maintain social distancing</p> <p>Promote understanding of the different experiences for our children and young people during lockdown</p> <p>Consider how pupils with specific needs are reintegrated</p> <p>Deliver activities that focus on relationships – adult/pupil, pupil/pupil</p>		All staff	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>In relation to mental health and stress support organisation, details are available of help lines and information that can be provided to pupils and their parents.</p>				
<p>Pupils who are shielding or self-isolating</p>	<p>Following guidelines on shielding and protecting people who are clinically extremely vulnerable.</p> <p>A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves, or because they are a close contact of someone who has coronavirus (COVID-19)</p> <p>Following public health advice if local rates of the disease rise in the area such that children/family members from the area are advised to shield during the period where rates remain high.</p> <p>Ensuring families of pupils who no-longer need to shield but remain under the care of specialist health professionals discuss their child's care with health professionals before return to school. See further government guidance here</p> <p>See guidance from the Royal College of Paediatrics and Child Health here.</p> <p>Patients can only be removed from the shielding patient list by their GP/specialist, following consultation with the child and their family, and other clinicians where appropriate.</p>		<p>Cd/KB/JL</p>	<p>ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Providing access to remote education to pupils are unable to attend as they are complying with clinical/public health advice.</p> <p>If transmission of COVID-19 increases</p> <p>Affected pupils could be advised to shield again if the situation changes and there is an increase in the transmission of COVID-19 in the community. Government guidance states that the names of people who were previously shielding will be kept securely on the shielded patient list by NHS Digital. They will write to affected individuals if the advice changes. Any national changes will be reflected in government guidance on shielding and protecting people who are clinically extremely vulnerable.</p> <p>In the event of a local lockdown, see the information below and visit your local authority's website for further guidance. If you're clinically extremely vulnerable, you are advised not to enter any area where shielding advice is in place.</p>				
Pupils with individual risk assessments	<p>Individual pupil risk assessments have been reviewed to take account the new situation relating to the change in the nature of the provision being made and the provisions of COVID-19 guidance.</p> <p>Individual pupil risk assessments have been consulted on with the relevant staff.</p>	Asthma Ras added to behaviour	CD	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
<p>Other pupils who may now require individual risk assessments</p>	<p>Pupils who have not previously been risk assessed but in the new circumstances may pose a risk have been identified including;</p> <ul style="list-style-type: none"> • pupils who need specific care, which cannot be delivered whilst ensuring social distancing; • potentially violent pupils, especially those with a known risk of spitting and/or requiring physical restraint <p>These pupil risk assessments have been consulted on with the relevant staff.</p>		<p>CD/JL/KB</p>	<p>ongoing</p>	
<p>Class group & size configuration</p>	<p>Maintaining consistent groups is important but given decrease in prevalence of coronavirus & resumption of full range of subjects, the emphasis on bubbles within the system of controls may need to change and the size of groups increase.</p> <p>Early years staff to pupil ratio:</p> <ul style="list-style-type: none"> • In accordance with the early year's framework class sizes for early years will adhere to the following: • Children under two – one adult for every three children • Children aged two – 1 adult for every 4 children • Children three or over – one adult for every 13 children <p>The timetable has been reviewed to decide which lessons or activities can be delivered to reduce movement around the school;</p> <p>All other classroom controls are the same as primary below.</p> <p>Primary:</p> <ul style="list-style-type: none"> • Group sizes [insert whether class or year group size 'bubbles'] 		<p>CD</p>	<p>ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<ul style="list-style-type: none"> • Pupils are kept in small groups as they cannot socially distance themselves at all times; • As far as is possible, class groups will not interact with other groups within the school; • Where possible, interaction and sharing of social spaces between groups is limited • Where staff need to move between classes & year groups they will try and keep their distance as far as possible, ideally 2m from other adults. This will not always be possible when working with younger children/children with complex needs but they should avoid face to face contact and & minimise time spent within 1m • The timetable has been reviewed to decide which lessons or activities can be delivered to reduce movement around the school. 				
Classroom environment	<p>Desks have been arranged so that pupils are seated side by side & facing forward.</p> <p>Windows are opened where possible to provide a good flow of fresh air.</p> <p>Classrooms and other learning environments are organised to support distancing as far as possible.</p> <p>Play equipment is appropriately cleaned between groups of children and multiple groups do not use equipment simultaneously.</p> <p>For individual and very frequently used equipment, such as pencils and pens, staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched</p>	Side by Side and facing forward for older children	CD	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>Unnecessary items have been removed from classrooms and other learning environments.</p> <p>Classroom furniture has been reduced.</p> <p>Displays, soft furnishings, soft toys and those with intricate parts that are hard to clean have been removed.</p> <p>Wherever possible, children use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms before the start of the next school day.</p> <p>Consider seating pupils at the same desk each day if they attend on consecutive days</p> <p>Rooms are accessed directly from outside where possible</p>				
Timetable	<p>Fulfil the requirements of the Compass Offer and essentials curriculum for all children whether in school or at home</p> <p>All school trips and offsite visits cancelled for Spring 1.</p> <p>Overnight domestic educational visits will continue not to take place. The government will review advice for overnight domestic educational visits in February 2021 (see school trip section of Trust Risk Assessment).</p> <p>Consider which lessons or classroom activities could take place outdoors</p> <p>Use the timetable and selection of classroom or other learning environment to reduce movement around the school or building</p>	See timetables for play/lunch/music/PE	CD	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Assemblies are delivered virtually in classrooms and provided to pupils learning at home</p> <p>Break times (including lunch) are staggered, so that all children are not moving around the school at the same time</p> <p>The timetable has been prepared in order to supplement remote education with some face to face support for pupils. This includes deciding which lessons or activities can be delivered to reduce movement around the school</p> <p>Compass Essentials Curriculum enables same offer to be provided to children both attending school and learning at home.</p> <p>Management of teacher workload through joint planning across year groups for certain subjects</p>				
Curriculum & Transition	<p>The need for remedial work and “catch up” with the social/emotional needs of the children & young people has been balanced</p> <p>Addressing gaps in learning in a structured and appropriately paced way to maximise impact of teaching without overwhelming the pupils</p> <p>Maximising impact of additional adults matched to those identified pupils who need the support most</p> <p>Managing transition (at all stages) to best support the next stage of learning</p> <p>Supporting the handover of critical information to best support transition (e.g.: Y6/7, SEND pupils)</p>		JG/CD/KB/JL	ongoing	
Shared space and movement around schools	<p>Leaders interacting with classes adhere to social distancing, asking before they cross classroom threshold, maximum of 15 minutes in a class.</p>	<p>Outdoor equipment cleaned at midday</p>	CD/JG/KB/JL	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Use of halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity.</p> <p>Assemblies recorded for those undertaking home learning</p> <p>If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix and do not play sports or games together. Adequate cleaning between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance</p> <p>Stagger the use of staff rooms and offices to limit occupancy</p> <p>Staff rooms are not to be used unless these are large enough to safely accommodate current staff numbers at safe distance from each other (see staffroom section of Trust risk assessment);</p> <p>Each staff area has been assessed, a maximum number of staff per room has been placed on the door;</p> <p>Staff are encouraged to bring a packed lunch and use the larger dining areas, keeping a suitable distance from other occupants;</p> <p>Considering one-way circulation to keep groups apart as they move through the setting where spaces are accessed by corridors</p> <p>Breaks are staggered to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time [insert specific details]</p> <p>Lunch breaks are either in class or if in the hall are staggered – pupils should clean their hands beforehand and enter in the groups they are already in; groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms [see timetables]</p>	<p>Each year group has it's own staffroom</p>			

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Number of pupils who use the toilet facilities at one time are limited to ensure they do not become crowded</p> <p>Pupils who may need additional support to follow these measures are identified and appropriate arrangements have been put in place to support them in understanding how to follow the procedures</p> <p>Where possible classes/activities will be completed outside</p> <p>Maximise the use of outdoor space for outdoor education, exercise and breaks</p> <p>Outdoor spaces are timetabled for each group.</p> <p>Outdoor equipment is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings</p>				
Start and end of day	<p>Drop-off and collection times have been staggered/start and finish times adjusted to keep groups apart as they arrive/leave school. Drop-off and pick-up protocols for parents established that minimise adult to adult contact [insert school specific arrangements].</p> <p>Drop off (primary):</p> <ul style="list-style-type: none"> • Drop-off and collection points and timings for each group have been identified, this information has been shared with parents. • The playground has been demarcated to enable parents to remain 2m away from other parents during drop off their children; • Parents are asked to not congregate in the playground for longer than 5 minutes before the designated school start time for their child (if more than one child is to be 	Road closure starts 18 th November	CD/JG/KB/JL	ngoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>dropped off, parents will be able to remain in the playground keeping 2m away from others);</p> <ul style="list-style-type: none"> • Start times have been staggered for each class in order to prevent large numbers of parents in the playground/on school grounds; • Start times are designed to enable one group of parents to leave the site before the next group arrive; • Parents are reminded to leave the site once their children have entered the building; • Only one parent/guardian per child is permitted on site; • If there are additional siblings who have no other carers at home and who are not at school, they are permitted to stand with their parent. They are not to be allowed to run around the playground or interact with other families. <p>Entry to the school:</p> <ul style="list-style-type: none"> • Pupils will be collected in the playground by their teacher; <p>OR</p> <ul style="list-style-type: none"> • Pupils will be met at the designated classroom door / entrance by their teacher; • Parents/Guardians are not permitted to enter the school buildings without an appointment • Entrance doors are held open, reducing the number of occupants touching the doors (only in accordance with safeguarding and fire regulations) • Hand-wash stations are located at the entrance to the school (classroom or other). All occupants are required 				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>to wash their hands (soap/water or hand sanitiser) on entry to the school</p> <ul style="list-style-type: none"> • Good hand washing signage to instruct pupils how to do this effectively is displayed; • Help is available for pupils who require support in cleaning their hands • Hand washing demonstrations have been provided to pupils on how to adequately wash their hands. 				
Travel arrangements	<p>Encourage walking and cycling to school where possible. Follow government safer travel <u>guidance</u> and liaise with Local Authority for transport of pupils with SEND. Masks worn on public transport (required to be worn by adults and children of 11 years+ unless they are exempt) should be removed before entering the school building. There is a clear process for removing face coverings when pupils and staff who use them arrive at school, which has been communicated clearly to them. Pupils are reminded not to touch the front of their face covering during use or when removing it. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on <u>safe working in education, childcare and children's social care</u> provides more advice.</p>		CD	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
Pupils, parents and carers	<p>Inform pupils, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus or if someone in their household has been diagnosed with or is displaying symptoms (following the COVID-19: guidance for households with possible coronavirus infection)</p> <p>Parents to inform the school if anyone in the house is displaying symptoms</p> <p>Inform parents that if their child needs to be accompanied to the school, only one parent should attend</p> <p>Inform 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)</p> <p>make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</p> <p>Also think about engaging parents and children in education resources such as e-bug and PHE schools resources</p>		CD	Ongoing	
Contractors and visitors	<p>Deliveries will be accepted at designated quiet times only; Delivered items will be left outside of the school building for staff to collect.</p> <p>Deliveries to be dropped at designated areas & delivery person to be advised in advance deliveries will not be physically signed for. Delivery drivers to be advised to maintain 2m distance from collecting staff</p> <p>There is currently no perceived increase in risk for handling post or freight from specified areas</p>		CD/LM/LG/D M	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p> Markings have been added to the floor asking visitors to stay back at least 2m from the reception desk; Visitors to provide completed questionnaire prior to arrival, school to check responses remain current on arrival; School to keep record of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace; Therapists and visiting specialists following the guidance provided by their own professional bodies and briefed on school protocols; Visitors and/or contractors will only be permitted into the school if they have confirmed that they are not symptomatic of COVID-19 or been with anyone who is symptomatic within the last 14 days prior to arrival; Visitors will only be permitted at their designated time and will be asked to wait outside of the school building until their school contact is available. Where visitors/contractors can attend outside of school hours they will; The school contact is required to attend reception in good time to meet their visitor; Meetings with visitors will be via video conference or phone where possible; If meetings are not possible via video conference/phone, social distancing measures will be adhered to at all times; Keeping in regular contact with external cleaning and catering suppliers and briefing them on the school's measures and groupings. Briefing contractors on the school's COVID-19 measures prior to arrival and expectations on site. Reviewing the contractors' </p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	COVID-19 measures as detailed in their RAMS (see Contractor/Visitor section of Trust-level RA).				
Cleaning and Hygiene	<p><u>COVID-19: cleaning of non-healthcare settings guidance</u> is followed</p> <p>Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, hand sanitiser is provided in classrooms and other learning environments</p> <p>All adults and children are required to:</p> <ul style="list-style-type: none"> ➤ frequently wash their hands with soap and running water for 20 seconds and dry thoroughly and recommended at the following times: <ol style="list-style-type: none"> 1. Entry and exit from the school; 2. After using the toilet; 3. On entry to the dining hall; 4. Before and after eating; <p>Review the <u>guidance on hand cleaning</u></p> <ul style="list-style-type: none"> ➤ after sneezing or coughing ➤ are encouraged not to touch their mouth, eyes and nose ➤ use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') <p>Help is available for children and young people who have trouble cleaning their hands independently</p>		<p>CD/LG/DM</p> <p>All staff</p>	<p>ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Consider how to encourage young children to learn and practise these habits through games, songs and repetition</p> <p>Bins for tissues are emptied throughout the day</p> <p>Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units</p> <p>Doors are propped open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation</p> <p>Cleaning supplies are monitored & replenished as required</p> <p>there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting</p> <p>Waste removal and enhanced cleaning programs are in place for the potential coronavirus contaminated waste.</p> <p>The school has implemented additional cleaning regimes. This includes the following:</p> <ul style="list-style-type: none"> • Frequent cleaning of all touched surfaces, such as door handles, light switches, handrails, table tops, play equipment and toys. • Classrooms furniture and soft furnishings have been reduced in order to improve the ability to effectively clean; • Toilets will be cleaned at lunchtime and at the end of the day; • Equipment used by the pupils and staff will suitably cleaned at the end of each day or before it is used by another person; 				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<ul style="list-style-type: none"> • If an area is suspected to have been contaminated by coronavirus (a positive case is detected for an occupant of a classroom), the room will be closed for 72 hours and then deep cleaned as per the guidance set on COVID-19: cleaning in non-healthcare settings. • Staff and parents are encouraged to use education resources such as e-bug and PHE schools resources; • All those entering the school are required to wash/sanitise their hands on arrival; • Hand washing sinks are located within each toilet provision; • Signage is located adjacent to each wash station or sink reminding occupants to wash their hands and how to do it effectively; • Pupils and staff have been shown how to wash hands properly; • Teachers will remind pupils to use tissues and bin them once used. If tissues are not readily available exactly when needed occupants are reminded to cough or sneeze into their arm; • Anti-bacterial fogging of areas in the case of a larger outbreak of cases in a setting by external cleaning company if necessary, involves setting/ school closure for a day 				
Poor ventilation	<ul style="list-style-type: none"> • mechanical ventilation systems – adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal 		CD/LG/DM All staff	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>as long as they are within a single room and supplemented by an outdoor air supply)</p> <ul style="list-style-type: none"> • natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air • natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) <p>Further advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice.</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> • opening high level windows in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform 				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<ul style="list-style-type: none"> rearranging furniture where possible to avoid direct drafts <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p> <p>Increased ventilation may make school buildings cooler than usual over the winter months. Whilst our uniform policy remains in place, we may allow additional, suitable indoor items of clothing to be worn during the winter period in addition to the current uniform.</p>				
Mixing of groups	<p>Accessing rooms directly from outside where possible considering one-way circulation to keep groups apart as they move through the setting where spaces are accessed by corridors</p> <p>Staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time</p> <p>Staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms</p> <p>Ensuring that toilets do not become crowded by limiting the number of children who use the toilet facilities at one time.</p> <p>Allocating different groups to different toilet blocks where practical.</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Noting that some children will need additional support to follow these measures to support them in understanding how to follow the procedures</p>				
Playground Equipment	<p>Allow for distance between children and staff Outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings</p>		CD/Middays	ongoing	
Symptomatic of COVID-19	<p>Ensuring staff and parents understand that they must be willing to do the following in case of infection:</p> <ul style="list-style-type: none"> • Book a test Familiar with NHS Test & Trace process. • Provide details of anyone they or their child has been in close contact with if test positive or if asked by NHS Test and Trace • Self-isolate if they have been in close contact with someone who tests positive for coronavirus or if anyone in their household develops coronavirus symptoms • Follow self-isolation guidance • Inform school immediately with the result of a test <p>Keeping (proportionate) records of pupils & staff in each group and any close contact that takes places between children and staff in different groups.</p>	LM/CD/KB/JL to book key worker test for people	CD All staff	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Keeping school supply of home test kits replenished.</p> <p>If anyone becomes unwell with a new, persistent cough, a high temperature or a loss or change to their sense of smell, in school, they must be sent home and advised to follow the <u>COVID-19: guidance for households with possible coronavirus infection guidance</u>.</p> <p>Arrange a coronavirus test through <u>NHS.UK/NHS 119</u>, and to let the school know the test outcome as soon as they receive it.</p> <p>If someone with symptoms tests negative they should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the day after contact with the individual tested positive.</p> <p>If someone with symptoms tests positive, they should follow the <u>guidance for households with possible or confirmed coronavirus (COVID-19) infection</u> and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. A cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should continue to self-isolate</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>until their temperature returns to normal. Other members of their household should all self-isolate for the full 10 days from the day after the individual tested positive.</p> <p>If anyone a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the individual and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should must be cleaned and disinfected using standard cleaning products before being used by anyone else. PPE should must be worn by staff caring for the individual 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).</p> <p>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.</p> <p>Any member of staff who has provided close contact care, to someone with symptoms, even while wearing PPE and all other members of staff or pupils who have been in close contact with</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> • the symptomatic person subsequently tests positive • they develop symptoms themselves (in which case, they should arrange to have a test) • they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated) <p>Everyone should wash their hands thoroughly for 20 seconds or use handsanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned 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.</p> <p>In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	(COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.				
Confirmed case of COVID-19	<p>Head Teacher to call DfE Helpline on 0800 046 8687 (option 1) for advice on the action to take based on the latest public health advice. Contact Trust Leader and Director of Operations & Partnerships. Trust Leader will update officials at the Royal Borough of Greenwich.</p> <p>The advice service will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. If, following triage, further expert advice is required the adviser will escalate the school's call to the PHE local health protection team.</p> <p>The advice service (or PHE local health protection team if escalated) will work with schools to guide them through the actions they need to take. Based on their advice, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close from the day after contact with that person when they were infectious the individual who has tested positive. Close contact means:</p>		CD/JG/KJ	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person <p>The advice service (or PHE local health protection team if escalated) will provide definitive advice on who must be sent home.</p> <p>Where individuals who are self-isolating and are within the definition of vulnerable, putting systems in place to keep in contact with them, offering pastoral support, and checking they are able to access education support.</p> <p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>been asked to self-isolate develops symptoms themselves within the if 10-days from the day isolation period they after contact with the individual who has tested positive should follow <u>guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>. They should get a test, and:</p> <ul style="list-style-type: none"> • if someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days. • if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following <u>guidance for households with possible or confirmed coronavirus (COVID-19) infection</u> <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</p> <p>The PHE local health protection team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school - as identified by NHS Test and Trace.</p> <p>Further guidance is available on testing and tracing for coronavirus (COVID-19).</p> <p>From 28 September, individuals could be fined if they do not stay at home and self-isolate following a positive test result for COVID-19 or if they are contacted by NHS Test and Trace and instructed to self-isolate.</p> <p>The area around the person with symptoms must be cleaned 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.</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
<p>Administering of first aid</p>	<p>Treating any casualty properly should be the first concern.</p> <p>First aid is administered within the class/year group bubble.</p> <p>Staff use appropriate PPE when administering first aid - gloves for grazed knees etc. and gloves and masks for nose bleeds or if the first aider needs to get close to the face. If a member of staff is with a symptomatic child and can't be 2 metres away they wear full emergency PPE.</p> <p>Those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands.</p> <p>Whether a member of staff is to go home will be decided on a case by case basis. Consideration will be given on whether to send a member of staff home if there had been bodily fluids involved and the 2 metre distancing could not be observed</p> <p>In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus</p>		<p>All first aiders</p>	<p>ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>(COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</p> <p>Following HSE advice: (https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm).</p>				
<p>Outbreak of COVID-19</p>	<p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus is suspected, they may have an outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. Whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole</p>		<p>CD/JG/KB/JL</p>	<p>ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	school if necessary, in line with routine public health outbreak control practice.				
Lack of suitable premises management	Premises staff levels are maintained and suitable for the use of the building; Appropriate cleaning and premises staffing levels are in place; Waste removal and enhanced cleaning programmes are in place for the potential coronavirus contaminated waste; Contingency in place for sudden premises staff absence		LG/DM/CD	ongoing	
Hazardous substance management, unsuitable COSHH management and use of	Suitable storage and management of flammable hand sanitizer is in place; All chemicals used for the cleaning of school buildings and equipment is COSHH assessed and managed appropriately; Material safety data sheets are held for all chemicals and readily available to all staff;		LG/DM/CD	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
chemicals leading to ill-health or fire.	All cleaning chemicals are stored safely and securely in accordance with requirements; COSHH safety training has been completed by all those using chemicals for cleaning; Appropriate PPE is available for all cleaning including suitable PPE for cleaning of potential coronavirus contaminated rooms or equipment.				
Fire and evacuation procedures being inadequate at this time due to lack of trained fire wardens or occupants being spread around the building without suitable procedures in place.	The Government expects that all staff will return to work in September. Evacuation plans including the following have been reviewed: <ul style="list-style-type: none"> • Safe assembly of occupants following social distancing requirements; • Safe exit via the nearest final exit; • Training occupants of any changes to evacuation; • Ensuring there are enough trained fire wardens on site with the ability to sweep all used areas of the school; All other fire system testing and maintenance has continued as normal.		LG/DM/CD	ongoing	
Failure to follow RIDDOR COVID-19 reporting requirements	HSE has provided guidance in relation to the reporting of COVID-19 under RIDDOR. A report should only be made when one of the following circumstances applies:		Premises	Ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<ul style="list-style-type: none"> • an accident or incident at work has, or could have, led to the release or escape of coronavirus. This must be reported as a dangerous occurrence (not applicable to school setting); • a person at work (a worker) has been diagnosed as having COVID-19 attributed to an occupational exposure to coronavirus. This must be reported as a case of disease; and • a worker dies as a result of occupational exposure to coronavirus. This must be reported as a work-related death due to exposure to a biological agent. <p>See Browne Jacobson guidance here.</p>				
Office spaces & meetings	<p>Desks where staff are sitting are at least 2m apart & not face to face, use back to back or side to side working where possible.</p> <p>Reduce number of people each person has contact with by using 'fixed teams or partnering' (so each person works with only a few others).</p> <p>Keeping hot desking to a minimum. Office surfaces, telephones and computers to be wiped with appropriate cleaning products in between users.</p> <p>Rooms to be kept well ventilated.</p>		LM/CD	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Keeping meetings virtual where possible. If taking place in-person, ensure 2m minimum distance and that employees are not remaining in confined spaces – open windows & doors where possible</p>				
<p>Staffrooms</p>	<p>Creating additional spaces within the school to act as staffrooms to minimise number of staff taking a break at the same time in the same area.</p> <p>Staggering staff break times where possible.</p> <p>Time in staffroom to be kept to a minimum. Staff to ensure crockery and plates are placed directly in dishwasher after use. Surfaces used to be wiped by staff members after their usage.</p> <p>Ongoing supply of disinfectant wipes available for this purpose.</p> <p>Staff to maintain 2m distance as far as practical within the staffroom. Bubbles are not to mix within staffrooms or other communal areas.</p> <p>Signage on staffroom door indicating maximum number of staff to occupy room at any one time.</p> <p>Room to be kept well-ventilated with windows and doors open where possible.</p> <p>Staffroom cleaned on daily basis.</p>		<p>HT</p>	<p>September 2020</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
Entry & exit points	<p>Where security and safety allow, leave doors open to minimise touching of handles. Consider implementing one-way system of moving around the buildings. Stagger start and end times to take pressure off peak entry/exit to buildings</p> <p>Reminding parents of the importance of maintaining at least 2m distance.</p>		<p>SLT & Premises</p> <p>Staff</p>	Ongoing	Entry & exit points
Before/after school club	<p>Alpha Club- not financially viable for less than 6 children so currently not open</p> <p>Schools should continue to offer wraparound provision, such as breakfast and afterschool clubs, for those children eligible to attend school (i.e. children of critical workers and vulnerable children and young people).</p> <p>Working with any external wraparound providers which these pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day. However, where it is not possible, or it is impractical to group children in the same bubbles as they are in during the school day - for example, if only one or two children are attending wraparound provision from the same school day bubble - schools and external providers may need to group children with others from outside their school day bubble or from a different school, where children from multiple schools are attending provision. Where we need to do this, the schools or</p>		CD	Ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>external providers will seek to keep children in small, consistent groups with the same children each time, as far as this is possible. <i>If necessary, one staff member would supervise up to two small groups (provided that any relevant ratio requirements are met).</i></p> <p><i>Outside of national lockdown period: monitoring the <u>local restriction tiers guidance</u> and the additional restrictions that apply. Currently, supervised activities, training and education for children can continue to operate at all alert tiers both inside and outdoors.</i></p> <p><i>See guidance for <u>providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children</u></i></p>				

Please note:

All controls are subject to change should government guidance change due to changes to the 'R' rate. This could change on a daily basis. Government and Department for Education guidance must be regularly reviewed. Risk assessment must be reviewed if there is a significant change.