

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

The Government has asked schools to adhere to the following:

The Government have announced plans for all children, in all year groups, to return to school full-time from the beginning of the autumn term.

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.
- Robust hand and respiratory hygiene.
- Enhanced cleaning arrangements.
- Active engagement with NHS Test and Trace.
- Formal consideration of how to reduce contacts and maximise distancing between those in 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 and will (as much as possible) include:

- Grouping children together.
- 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: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

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, welcoming more pupils back from 1 June. 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.

As part of planning for full return in the autumn term, it is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed). Schools should consider the additional risks and control measures to enable a return to full capacity in the autumn term. Schools should also review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19). Schools should ensure that they implement 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 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 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 their pupils, including full educational and care support for those pupils who have Special Educational 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 have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) where recommended 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 and bleach
- 6) minimise contact between individuals and maintain social distancing wherever possible
- 7) where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 5 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:

- 8) engage with the NHS Test and Trace process

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

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

Numbers 8 to 10 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).

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:

Use of face coverings in school

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 not under specific local restriction measures will have the discretion to require face coverings for pupils, staff and visitors in 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 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 are already putting 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 would have a negative impact on teaching and their use in the classroom should be avoided.

Where local restrictions apply

In areas where local lockdowns or restrictions are in place, face coverings should be worn by adults and pupils (in years 7 and above) in areas outside classrooms when moving around communal areas where social distancing is difficult to maintain such as corridors.

In the event of new local restrictions being imposed, schools will need to communicate quickly and clearly to staff, parents, 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 process for removing face coverings 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.

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) (<https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>)

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: Alderwood Primary School	Risk Assessment Date: 1-6-20 Reviewed: 8-6-20 & 11-6-20 & 7-7-20 & 1.9.20	Assessed by: Adam Wilson	Approved by Local Governing Body:
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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
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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</p> <p>Regular meetings with Health and Safety Governor – socially distanced and in well-ventilated spaces and/or virtual as required</p> <p>Daily cleaning of premises</p>	<p>Premise protocols for day to day tasks.</p> <p>Protocols: Premise, Classroom and Office</p>	<p>Premise Manager</p> <p>Headteacher/Pre mise Manager</p> <p>Premise Manager</p>	<p>Half termly</p> <p>Daily</p>	
Health & safety compliance checks for closed sites	<p>Water systems to be flushed in accordance with the school's legionella risk assessment and policy.</p> <p>To check there are no leaks in the water system and there is provision of hot water.</p> <p>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.</p> <p>Lift on site is currently not in use as no pupils requires it.</p> <p>Checking:</p> <ul style="list-style-type: none"> • fire-door mechanisms; • gas supply; • kitchen equipment; • ventilation system; • key holder information; 		<p>Premise Manager</p>	<p>Ongoing</p>	

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	<ul style="list-style-type: none"> • fixed wiring (if the scheduled tests required by regulations have not taken place in the last sixth 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 the time 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 (virtual) meetings with Health and Safety Governor. When in-person ensuring meetings are socially-distanced and held in well-ventilated spaces.</p>	<p>Site to be cleaned before pupils on site. Premise manager to monitor quality of cleaning.</p>	<p>Premise manager and Headteacher</p>		

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
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 most 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 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>Availability and well-being of all staff is assessed taking into consideration staff who are self-isolating, those who are in the most at risk categories, including staff who are pregnant.</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:</p>	<p>Headteacher emailing staff to audit their needs – extremely clinically vulnerable or clinically vulnerable</p> <p>Virtual meetings to consult on RA with Feedback from staff and union representatives.</p> <p>Sept INSET</p>	<p>Headteacher/SLT/ Business Manager</p> <p>Headteacher/Executive Headteacher</p>	<p>Ongoing and as needed</p> <p>Before the returning of pupils and ongoing as guidance is adapted by Government</p>	<p>Ongoing</p>

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	<p> 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> <p>In relation to mental health and stress support organisation, details are available to staff including the confidential Employee Assistance Programme. 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>				

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	Planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens and existing practices are reviewed. DfE's workload reduction toolkit.				
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 minority ethnic backgrounds, or have certain conditions such as diabetes or obesity • 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. 		Headteacher/Executive Headteacher	Ongoing for most staff. However, for staff with special or additional needs being taken into account – this must be completed before September start.	
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.</p> <p>Staff are briefed on the school's measures prior to arrival onsite and what to do if they become unwell.</p>	Cancel use of supply staff/peripatetic teachers moving between schools	Head teacher	Ongoing	
Staff who are clinically extremely	Generally we will expect all staff to attend for work at school, but before a final decision is made, for all staff	Individual RAs to be carried out on vulnerable staff	Headteacher	Ongoing as need arises	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
<p>vulnerable and who may otherwise be at increased risk of COVID-19 (see guidance)</p>	<p>who were previously shielding, we will undertake an individual risk assessment and will take account of any further information from the member of staff's GP, consultant, or other senior clinician.</p> <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 <p>Where staff have significant risk factors, leaders will discuss staff concerns and explain the measures the</p>				

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	<p>school is putting 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, using staff shared spaces safely, staggered start times. Any changes agreed will be reviewed regularly.</p> <p>If transmission of COVID-19 increases</p> <p>Affected staff 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</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>vulnerable, you are advised not to enter any area where shielding advice is in place.</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, minimising contact and maintaining social distancing. Ideally, adults should maintain 2 metre distance from others, and where this is not possible:</p> <ul style="list-style-type: none"> ➤ avoid close face to face contact ➤ minimise time spent within 1 metre of others ➤ minimise time spent within 1 – 2m of others (maximum 14 minutes where possible). ➤ avoid 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>				
Staff who are clinically vulnerable (includes pregnant women)	Staff to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. Ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of	Staff to work from home if appropriate	Staff member/Headteacher	As required	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<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>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 guidance here.</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 here and visit your local authority's website for further guidance.</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>If you're clinically extremely vulnerable, you are advised not to enter any area where shielding advice is in place.</p>				
<p>Pupils or staff wearing face coverings incorrectly</p>	<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) 		<p>Head Teacher</p>	<p>Ongoing</p>	
<p>Teaching & learning expectations</p>	<p>Government expects that most pupils will return in September.</p> <ul style="list-style-type: none"> • existing flexibilities used to create time to cover the most important missed content • 	<p>Pupils work within their team. Bubble teams will cover each other for breaks.</p>	<p>Headteacher/Executive Headteacher</p>	<p>Before September return</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"> • 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 <u>EYFS disapplication guidance</u>. • 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. 	<p>Risk assessments for pupils with specific needs/support given</p> <p>Start times staggered</p> <p>Trust level planning for foundation subjects</p> <p>Teachers will be encouraged to mark books on-site; however, can take books home if required.</p>			

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<p>Music, dance and drama</p>	<p>All pupils should have access to a quality arts education. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.</p> <p>Singing, wind and brass instrument playing can be undertaken in line with guidance, in particular guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts (https://www.gov.uk/guidance/workingsafely-during-coronavirus-covid-19/performing-arts). However, these studies have also indicated that it is the cumulative aerosol transmission from both those performing in and attending events is likely to create risk. DCMS is continuing to develop a more detailed understanding of how to mitigate this potential aggregate risk, but in that context, organisations should follow the guidance set out in the full opening of schools (see 'Minimising contact between individuals' to 'Scores, parts and scripts'). Schools that offer specialist, elite provision in music, dance and drama may also wish to consider this guidance alongside the DCMS guidance on the performing arts.</p>	<p>Wiping down instruments between use</p>	<p>Music teacher</p>	<p>Ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
Physical activity	<p>Following the measures in the system of controls. Sc</p> <p>Sports whose national 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 return to recreational team sport framework (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, and contact sports avoided.</p> <p>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. External facilities can also be used in line with</p>	<p>Children to come into school wearing kit for PE</p>	<p>Teachers/PE Lead</p>	<p>Ongoing</p>	

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	<p>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-sportand-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) 				

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	<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> <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>Class teachers/Trust teachers</p>	<p>Ongoing</p>	
<p>Pupils with individual risk assessments</p>	<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>	<p>Staff should follow their normal practice when changing clothes for specific reason (For example : wetting), or need nappies changing, provided the child is not showing symptoms of coronavirus (COVID-19). This includes continuing to use the PPE that they would normally wear in these situations, for</p>	<p>DSP Leader/ SENCO/Class Teachers</p>	<p>Risk assessment reviewed (if attending before summer holidays) or created before September start and ongoing</p>	

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		<p>example aprons and gloves. If a child shows symptoms, they should not attend a childcare setting and should be at home.</p>			
<p>Pupils who are shielding or self-isolating</p>	<p>Following <u>guidelines</u> 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</p>	<p>FSW/Inclusion Lead support if needed</p>	<p>FSW Inclusion Lead</p>		

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	<p>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>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</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>government guidance on shielding and protecting people who are clinically extremely vulnerable.</p> <p>In the event of a local lockdown, see this link 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>				
Other pupils who may now require individual risk assessments	<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>		DSP Leader/ SENCO/Class Teachers	Risk assessment reviewed (if attending before summer holidays) or created before September start and ongoing	
Class group & size configuration	<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>				

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"> • In accordance with the early year's framework class sizes for early years will adhere to the following: • 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"> • Classroom sizes are restricted to 30 maximum pupils, 1 teacher and LSA; • Pupils are kept in the same groups to reduce levels of transmission; • As far as is possible, class groups the class group 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 		<p>Headteacher/SLT</p>	<p>Before September</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 1m</p> <ul style="list-style-type: none"> The timetable has been reviewed to decide which lessons or activities can be delivered to reduce movement around the school. 				
Classroom environment	<p>Desks and chairs organised to be forward facing, in clear rows. Pupils seated side by side.</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 social 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 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>INSET</p> <p>INSET</p> <p>Follow clear protocols for cleaning</p> <p>Teachers will be encouraged to mark books on-site; however, can take books home if required.</p>	<p>Bubble teams</p> <p>Bubble teams</p> <p>Premise Manager</p>	<p>Before September</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Unnecessary items have been removed from classrooms and other learning environments. Classroom furniture has been reduced. Displays, soft furnishings, soft toys and those with intricate parts that are hard to clean have been removed or are unreachable by the pupils. 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. Consider seating pupils at the same desk each day if they attend on consecutive days. Rooms are accessed directly from outside where possible.</p>				
Timetable	<p>Fulfil the requirements of the Compass Offer for all children whether in school or at home. No educational school trips and offsite visits for the first half term. After half term limited local day educational visits can resume following a RA. Consider which lessons or classroom activities could take place outdoors. Use the timetable and selection of classroom or other learning environment to reduce movement around the school or building. Assemblies are delivered virtually in classrooms and provided to pupils learning at home.</p>	<p>Arranging visits to be reviewed - initially for the DSP only regarding horse riding trip and use of school minibus for travel. Possible use of local park for DSP subject to review.</p> <p>Trust teachers will work in year groups to help plan foundation subjects</p>	<p>Headteacher/Class Teachers</p> <p>Headteacher</p> <p>Bubble Teams</p>	<p>Ongoing</p> <p>Ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Break times (including lunch) are staggered, so that all children are not moving around the school at the same time.</p> <p>Compass Offer enables same learning 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.: Rec/Y1, SEND pupils)</p>		Bubble Teams/SLT	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>Use of halls, dining areas and internal and external sports facilities for lunch and exercise at a reduced capacity.</p> <p>Assemblies recorded for those undertaking home learning</p>	<p>Capacity in shared areas will be reviewed.</p> <p>Following control system measures Pupils kept in consistent groups</p>	<p>Headteacher</p> <p>Headteacher/Bubble Teams</p>	<p>Ongoing</p> <p>Ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<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 [see attached timetable for timings]</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</p>	<p>Sports equipment thoroughly cleaned between each use by different individual groups</p> <p>No contact sports</p> <p>Outdoor sports prioritised</p> <p>Large indoor spaces used when outdoors not possible</p> <p>maximising physical distance between pupils & ensuring good hygiene & cleaning</p> <p>See Guidance on phased return of sport, Association for physical education guidance.</p> <p>Music lessons: Singing and wind instruments will not be used. Resources will be cleaned between</p>	<p>Music Teacher</p> <p>Headteacher/Bubble Teams</p>	<p>Ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>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 attached timetable for details]</p> <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 for certain subjects</p> <p>Maximise the use of outdoor space for outdoor education, exercise and breaks</p> <p>Outdoor spaces are timetabled for each group. 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>	<p>groups or left to self clean 72 hours.</p> <p>Each bubble team have their own staff space for breaks.</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 [see attached timetable for details].</p> <p>Drop off (primary):</p>	<p>Timetable and protocols maybe adjusted due to pupil numbers/needs of the school</p>	<p>Headteacher/Bubble Teams</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"> • Drop-off and collection points and timings for each group have been identified, this information will be shared with parents. • The outside areas have 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 outside area for longer than 5 minutes before the designated school start time for their child (if more than one child is to be dropped off, parents will be able to remain in the playground keeping 2m away from others); • 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>Parents will not be entering the school gates for drop off or collection.</p> <p>Siblings can enter the school site with the youngest sibling and make their way to their bubble once</p>	<p>Headteacher/Bubble Teams</p>	<p>Ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Entry to the school:</p> <ul style="list-style-type: none"> • Pupils will be collected by their entrance point by their teacher; OR • 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) • Sanitizer stations are located at the entrance to the school (classroom or other). All occupants are required to wash their hands (soap/water or hand sanitiser) on entry to the school • 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. 	<p>hands have been sanitised.</p> <p>Pupils will be seated side by side and forward facing.</p> <p>Shared areas to be suitably set up to allow adults to distance from each other.</p>	<p>Headteacher/Bubble Teams</p>	<p>Ongoing</p>	
<p>Staff who work across two schools pose</p>	<ul style="list-style-type: none"> • A review of part-time teachers' hours and roles in different schools are taken. 	<p>Staff members must inform school if symptomatic and</p>	<p>Heads of School/Bubble Teams</p>	<p>Ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
increase risk of cross contamination.	<ul style="list-style-type: none"> • Headteachers from schools which staff members work across must communicate so timetables work to reduce contamination as much as possible. Focus on adults, pupils and timings of when staff member is on site. • Weekly communications between schools to ensure no identified cases have happen to stop cross contamination occurring. • At least a 48-hour period must occur before working in another school so test results can be confirmed if staff member has had a test for Covid-19. 	<p>share any worries they feel when moving between schools for work purposes.</p>			
Travel arrangements	<p>Encourage walking and cycling to school where possible. Follow government safer travel guidance 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</p>	<p>Information circulated to parents</p>	<p>Headteacher/SLT</p>	<p>Ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>hands again before heading to their classroom. Guidance on safe working in education, childcare and children's social care provides more advice.</p>				
<p>Pupils, parents and carers</p>	<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) Parents to inform the school if anyone in the house is displaying symptoms Inform parents that if their child needs to be accompanied to the school, only one parent should attend 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) 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) Also think about engaging parents and children in education resources such as e-bug and PHE schools resources</p>	<p>Hand sanitizer on use from entering or exiting school</p> <p>School will notify Local Health Protection Team if a child or member of staff has a confirmed case of COVID. We will work with the protection team to carry out localised lock downs following a rapid risk assessment to identify people who have been in close contact with infected persons.</p> <p>We expect this to be the year group Bubble and other contacts</p>	<p>Headteacher/Office Team</p>	<p>Ongoing</p> <p>Letter went out 22-5-20</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
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. 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 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; 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</p>	<p>Headteacher Letter</p> <p>Premise protocols</p> <p>Delivery places have been allocated</p> <p>Vetting forms (questionnaires) must be signed and returned before coming onto site by contractors or others professionals coming on site.</p>	<p>Premise Manager</p> <p>Premise Manager</p> <p>Member of staff with depend of</p>	<p>Ongoing</p> <p>Ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<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 style="margin-left: 40px;">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>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>Bins with lids. Lids will be kept clean up wiping down the surface.</p>	<p>Bubble Teams</p> <p>Premise Manager</p>	<p>Ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<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 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 wiping down of all touched surfaces, such as door handles, light switches, handrails, tabletops, play equipment and toys. • Classrooms furniture and soft furnishings have been reduced in order to improve the ability to effectively wiped down; • 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; 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 un non-healthcare settings. 	<p>Digital studio can only be used after another class if cleaned down correctly. Potential timetable to created for class usage.</p>	<p>Headteacher</p>	<p>Timetable before use can happen. Ongoing monitoring.</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"> • Staff and parents are encouraged to use education resources such as <u>e-bug</u> and <u>PHE schools resources</u>; • 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; 				
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</p>	<p>Classrooms chosen to support individual access for each year group bubbles.</p> <p>Pupils will eat their lunches in the classrooms.</p>	Bubble Teams	Ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>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> <p>Noting that some children will need additional support to follow these measures to support them in understanding how to follow the procedures</p>	<p>Merge FS 2 and Yr 1 bubbles for staffing reasons</p>			
<p>Extra-curricular provision</p>	<p>Keeping children within their year groups/bubbles where possible. If not possible to maintain day-time bubbles/groups, use small, consistent groups. Plan groupings for after school and breakfast provision so that contacts are limited within and across bubbles. The hierarchy of controls will underpin this and arrangements monitored closely.</p> <p>Consult summer holiday childcare guidance</p> <p>Advise parents to limit amount of wraparound providers used & where using out of school provider, encourage parents to seek assurances on their protective measures.</p> <p>Contact sports should not take place.</p>	<p>Liaise with Alpha club on procedures and groups to limited mixing of groups where possible.</p>	<p>Headteacher</p>	<p>Before September return</p>	
<p>Playground Equipment</p>	<p>Allow for distance between children and staff</p> <p>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,</p>	<p>Each bubble group will have direct access to their own</p>	<p>Bubble Team</p>	<p>Ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings</p>	<p>outdoor provision. Use only for them.</p>			
<p>Symptomatic of COVID-19</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 COVID-19: guidance for households with possible coronavirus infection guidance.</p> <p>They will be advised to arrange a coronavirus test through NHS.UK/NHS 119, and to let the school know the test outcome as soon as they receive it.</p> <p>They should self-isolate for at least 10 days from the start of their symptoms. Other household members should self-isolate for 14 days from the date the first person started to have symptoms. If a negative test result is received, they feel well and no-longer have symptoms (other than a cough or a loss of sense of smell or taste [this is because a cough or anosmia can last for several weeks once the infection has gone,]) they and their household members can stop self-isolating.</p> <p>If a anyone is awaiting collection, they should be moved, if possible, to a room where they can be</p>	<p>Isolation room at front of school for collection.</p> <p>Emergency toilet has been allocated nearby.</p> <p>To undertake additional clean of areas individual is likely to have come into contact with.</p>	<p>SLT/Office Team</p>	<p>Ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>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 be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE should be worn by staff caring for the individual 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>If a member of staff has helped someone who was unwell with a new, persistent cough, high temperature or a loss of change to sense of smell or taste, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the individual subsequently tests</p>	<p>Familiarise staff with Test, Track and Trace process on INSET.</p>			

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>positive (see 'What happens if there is a confirmed case of coronavirus in a setting?' below).</p> <p>They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will 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 (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</p>				
Confirmed case of COVID-19	Familiar with NHS Test & Trace process.	Home tests to be sent home from school (if school receive these for Gov or LA)	Parent or relevant staff member/Headteacher/SLT	Letter to be sent out as soon as a confirmed	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Ensuring staff and parents understand the following in case of infection:</p> <ul style="list-style-type: none"> • Book a test • Provide details of anyone in close contact with if test positive or if asked by NHS Test and Trace • Follow self-isolation <u>guidance</u> • 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> <p>If positive result:</p> <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-</p>	<p>Reiterate procedures during sept INSET</p>		<p>case occurs from testing.</p> <p>Headteacher to call relevant individuals with the information on a positive result.</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>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 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <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>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<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 been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. 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 				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>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> <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> <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</p>				

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	<p>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>Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p>				
Administering of first aid	<p>Treating any casualty properly should be the first concern</p> <p>First aid is administered within the bubble.</p> <p>Staff use appropriate PPE when administering first aid - gloves for grazed knees etc. and gloves and masks</p>	<p>All record keeping is electronic and located for all staff to use.</p> <p>All bubbles have their own first aid kit and pupil medication. However, if</p>	<p>Members of staff in bubbles/Headteacher and SLT.</p>	<p>Ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>for nose bleeds or if the first aider needs to get close to the face.</p> <p>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.</p> <p>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</p>	<p>medication is in need of refrigeration then it will be kept in the nearest fridge to the classroom.</p>			

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	<p>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>Following HSE advice: https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm.</p>				
Lack of suitable premises management	<p>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;</p>	Premise support through DF site team.	Premise Manger/Headteacher/SLT	Ongoing	

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Hazardous substance management, unsuitable COSHH management and use of chemicals leading to ill-health or fire.	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; 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; <ul style="list-style-type: none"> • Appropriate PPE is available for all cleaning including suitable PPE for cleaning of potential coronavirus contaminated rooms or equipment. 		Premises Manger		
Fire and evacuation procedures being inadequate at this time due to lack of trained fire wardens or occupants being spread around the building without	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; 	Fire evacuation training will take place in September	Headteacher/Pre mise Manager/Business Manager	September and ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
suitable procedures in place.	All other fire system testing and maintenance has continued as normal.				
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> <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>	Office desks moved side to side.	Business Manager	September onwards	

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.