

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

From 8th March 2021 all pupils should attend school.

The system of controls 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. Schools should thoroughly review their health and safety risk assessments and plans that address the risks identified using the system of controls, with which schools will now be familiar. The way to control this virus is the same, even with the current new variants. Essential measures include:

- a requirement that people stay at home if they:
 - have virus symptoms, or live in a household with someone who does
 - 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
- 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:

- 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

Risk assessment

Education providers have a legal duty to protect people from harm. This includes taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within the school.

Employers must 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.

Schools must regularly review and update their risk assessments - treating them as 'living documents' - as the circumstances at your school and the public health advice changes.

This includes having active arrangements in place to monitor that the controls are:

- effective
- working as planned

For more information on what is required of school employers in relation to health and safety risk assessments, see [annex A of Schools coronavirus \(COVID-19\) operational guidance](#)

The system of controls

We know that the predominant new variant of coronavirus (COVID-19) is more transmissible however, PHE advice remains that the way to control this virus is with the system of controls, even with the current new variants.

Prevention:

You must always:

- 1) minimise contact with individuals who are required to self-isolate by ensuring that those who are required to stay at home do not attend school
- 2) ensure face coverings are used in recommended circumstances

- 3) ensure everyone is advised to clean their hands thoroughly and more often than usual
- 4) ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach
- 5) maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents
- 6) consider how to minimise contact across the site and maintain social distancing wherever possible
- 7) keep occupied spaces well-ventilated

In specific circumstances:

- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary
- 9) promote & engage in asymptomatic testing, where available

[Primary schools, school based nurseries and maintained nursery schools](#)

[Specialist settings](#)

Response to any infection:

You must always:

- 10) promote and engage with the NHS Test and Trace process
- 11) manage and report confirmed cases of coronavirus (COVID-19) amongst the school community
- 12) contain any outbreak by following local health protection team advice

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 [Schools coronavirus \(COVID-19\) operational guidance](#)

Use of face coverings in school

Based on the current state of the pandemic and the positive progress made, it is no longer necessary to recommend the additional precautionary face covering measures put in place from 8 March.

From 17 May, in line with Step 3 of the roadmap, face coverings will no longer be recommended for pupils in classrooms or communal areas in all schools. Face coverings will also no longer be recommended for staff in classrooms at secondary.

In all schools the government continues to recommend that face coverings should be worn by staff and visitors in situations outside of classrooms where social distancing is not possible (for example, when moving around in corridors and communal areas).

Where schools are delivering education and training, including extra-curricular activities and wraparound childcare, in a community setting (for example, library or community centre), staff and pupils will be exempt from the legal requirement to wear a face covering if they are in a private room or the premises has been exclusively hired for the sole use of its pupils and staff.

The reintroduction of face coverings for pupils, students or staff may be advised for a temporary period in response to particular localised outbreaks, including variants of concern. In all cases, any educational drawbacks should be balanced with the benefits of managing transmission. The Local Action Committee structure (bronze/silver/gold) should be used in such circumstances to re-introduce the use of face coverings. Immediate outbreak response (at the level of individual settings or a cluster of settings) remains for local directors of public health to advise on.

Children and young people aged 11 and over must still wear a face covering on public transport. In accordance with advice from PHE, they must also wear a face covering when travelling on dedicated transport to secondary school or college. This does not apply to children and young people who are exempt from wearing face coverings.

~~Where pupils in year 7 and above are educated, the government recommends that 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. Face coverings do not need to be worn by pupils when outdoors on the premises. In addition, the government also recommend in those schools, that face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.~~

~~In primary schools the government recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible for example, when moving around in corridors and communal areas. Children in primary school should not need to wear a face covering. The government are taking this additional precautionary measure for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until Easter.~~

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. This will likely now be limited to scenarios where social distancing cannot be maintained for example in corridors.

The use of face coverings may have a particular impact on those who rely on visual signals for communication. Those who communicate with or provide support to those who do, are exempt from any recommendation to wear face coverings in schools or in public places.

Where government guidance recommends face coverings, transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. Transparent face coverings may be effective in reducing the spread of COVID-19. However, ~~here is currently very limited~~ the evidence to support this is currently very limited. ~~regarding the effectiveness or safety of transparent face coverings, but they may be effective in reducing the spread of coronavirus (COVID-19).~~ Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles.

~~The use of face coverings may have a particular impact on those who rely on visual signals for communication, or those who communicate with or provide support to such individuals. Those who do, are currently exempt from any requirement recommendation to wear face coverings in schools or in public places. Schools have a duty to make reasonable adjustments for disabled pupils and students, to support them to access education successfully.~~

~~Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.~~

The main benefit from a transparent face covering is that they can aid communication, for example enabling lip-reading or allowing for the full visibility of facial expressions, but this must be considered alongside the comfort and breathability of a face covering which contains plastic which may mean that the face covering is less breathable than layers of cloth.

More broadly, schools have a duty to make reasonable adjustments for disabled pupils and students, to support them to access education successfully. The following is a non-exhaustive list which provides examples of possible adjustments where face coverings are recommended:

- the provision and effective use of assistive listening devices, such as radio aids
- an increased focus on the listening environment, minimising all unnecessary background noise - steps should be taken so that children with hearing loss are taught in classrooms with the best possible acoustic conditions
- allowing the use of speech-recognition apps on mobile devices and tablets in classrooms, taking into account possible variations in the effectiveness of such apps in different classroom situations
- additional communication support, including remote speech-to-text reporters or sign language interpreters

Where appropriate, education settings should discuss with pupils and parents the types of reasonable adjustments that are being considered to support an individual.

Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. They may protect the wearer against droplet spread in specific circumstances but are unlikely to be effective in preventing the escape of smaller respiratory particles when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.

Exemptions

Where face coverings are recommended there are some circumstances where people may not be able to wear a face covering. This includes (but is not limited to): ~~Some individuals are exempt from wearing face coverings. This applies to those who:~~

- ~~people who~~ cannot put on, wear or remove a face covering because of a physical ~~impairment or disability,~~ or mental illness or ~~mental health difficulties~~ ~~impairment, or disability~~
- ~~where putting on, wearing or removing a face covering will cause people severe distress~~
- ~~People~~ speaking to or providing ~~help~~ assistance to someone who relies on lip reading, clear sound or facial expression to communicate
- to avoid harm or injury, or the risk of harm or injury, to the wearer or others – including if it would negatively impact on people's ability to exercise or participate in a strenuous activity

The same exemptions will apply in education settings, and ~~we would expect teachers and other staff to~~ ~~you should~~ be sensitive to those needs, noting that some people are less able to wear face coverings and that the reasons for this may not be visible to others.

Access to face coverings

Due to the increasing use of face coverings in wider society, staff and pupils are already likely to have access to face coverings.

There is a small contingency supply available for people who:

- are struggling to access a face covering
- are unable to use their face covering as it has become damp, soiled or unsafe
- have forgotten their face covering

Safe wearing and removal of face coverings

Schools should have a process for when face coverings are worn in school and how they should be removed, **for example when pupils arrive at school wearing them**. This process should be communicated clearly to pupils, staff and visitors **and allow for reasonable adjustments should to** be made for **pupils with SEND those** who may be distressed if required to remove a face covering against their wishes.

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. **Not touching the front of face coverings during use or when removing them**. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully. Individuals may consider bringing a spare face covering to wear if their face covering becomes damp during the day.

If Ppupils **arrive at school wearing a face covering, they** 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 the 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 Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) - GOV.UK (www.gov.uk)
- Face coverings in education settings

Minimise contact with individuals who are required to self-isolate by ensuring they do not attend school

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.

How to group pupils

Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group.

Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and to keep that number as small as possible.

When using larger groups, the other measures from the system of controls become even more important to minimise:

- transmission risks
- the numbers of pupils and staff who need to self-isolate

Younger pupils and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group.

Using small groups can:

- restrict the normal operation of education
- present educational and logistical challenges

Consider:

- The cleaning & use of shared spaces including playground, dining halls, toilets

- The provision of specialist teaching & therapies

Assess your circumstances and try to implement 'bubbles' of an appropriate size to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists.

Whatever the size of the group, they should be kept apart from other groups where possible. Encourage pupils to keep their distance within groups. Try to limit interaction, sharing of rooms and social spaces between groups as much as possible.

Both the approaches of separating groups and maintaining distance are not 'all or nothing' options and will still bring benefits, even if partially implemented.

Pupils may be kept in their class groups for most of the classroom time, ~~with groups separated and maintaining distance as far as possible~~, but **also allow** mixing in wider groups ~~may take place~~ for:

- Specialist teaching
- Wraparound care
- Transport

Siblings may also be in different groups.

Covid-19 Testing and vaccination:

As essential workers, Support and Teaching staff have priority access to PCR tests for symptomatic testing. Tests for symptomatic illness can be booked online through the NHS testing and tracing for coronavirus (COVID-19) website, or ordered via NHS 119.

Staff in primary schools will continue to test with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries.

Schools should engage with the NHS Test and Trace process. Staff are strongly encouraged to take up the vaccination when it becomes available to them.

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

Face coverings are not classified as PPE. PPE is used in a limited number of settings to protect wearers against hazards and risks, such as surgical masks or respirators used in medical and industrial settings. A face covering is a covering of any type which covers your nose and mouth.

The majority of staff in education settings will not require PPE beyond what they would normally need for their work. ~~If a pupil already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used.~~

Additional PPE for COVID-19 is only ~~needed~~required in a very ~~small~~limited number of ~~cases including~~scenarios, for example, when:

- ~~where an individual child or young person~~if a pupil 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~~performing aerosol generating procedures

~~When working with children who cough, spit or vomit but do not have COVID-19 symptoms, any PPE that would be routinely worn, should be worn.~~

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	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	Touch point cleaning at lunch done by middadys	LG/CD	ongoing	
Health & safety compliance checks for closed sites	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: <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. Testing fire alarms/smoke alarms/panic and accessible-toilet alarms. Checking: <ul style="list-style-type: none"> • fire-door mechanisms; • gas supply; • kitchen equipment; • ventilation system; • key holder information; • fixed wiring (if the scheduled tests required by regulations have not taken place in the last sixth months); • emergency lighting; 		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"> • 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 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>	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>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> <p>In relation to mental health and stress support organisation, details are available to staff including the confidential Employee Assistance Programme.</p>				

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

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"> 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, ideally 2m.</p> <p>In the case that the staff member tests positive both bubbles will be required to self-isolate for 10 days and remote learning will be provided. Minimising the number of interactions and changes wherever possible.</p>	<p>David timetable has no more than 2 year groups weekly</p> <p>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	
Specialists, therapists, clinicians, other	<p>Staff to ensure they minimise contact and maintain as much distance as possible from other staff, ideally 2m.</p> <p>In the case that the staff member tests positive both bubbles will be required to self-isolate for 10 days and remote learning will</p>	Cancel use of supply staff/peripatetic teachers	CD	Ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
support staff & supply staff	<p>be provided. Minimising the number of interactions and changes wherever possible.</p> <p>Supply teachers, peripatetic teachers and other temporary staff can move between schools as required. Such staff must follow the school's arrangements for managing & minimising risk based on the system of controls.</p> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Such specialists will be aware of the PPE most appropriate for their role.</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. They should minimise contact and maintain as much distance as possible from other staff.</p> <p>Mixing of volunteers across groups is kept to a minimum.</p>	moving between schools			
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</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>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>				
<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>Staff who are extremely clinically extremely vulnerable and who may otherwise be at increased risk of COVID-19 (see guidance)</p>	<p>Ensuring staff for whom this is the case are known to the school.</p> <p><i>Some groups of people are at higher risk of severe illness from coronavirus. This group of people have been told directly by their GP or hospital clinician, or have received a letter, confirming that they are 'clinically extremely vulnerable'. See guidance on who is at higher risk from coronavirus, and protecting people who are clinically extremely vulnerable.</i></p> <p><i>Since the 1 April, those who are clinically extremely vulnerable (CEV) are no longer advised to shield. Updated advice is for the</i></p>		<p>Head of School</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 to continue taking extra precautions to protect themselves, and to follow the practical steps set out in the CEV guidance to minimise their risk of exposure to the virus. Staff in schools who are CEV are advised to work from home where possible, but can attend their place of work if they cannot work from home.</p> <p>CEV individuals (over 18) were prioritised for vaccination in phase 1 before the general population and in line with the priority ordering set by the Joint Committee on Vaccination and Immunisation.</p> <p>Shielding advice is being paused nationally from 31 March. From 1 April CEV individuals are no longer advised to shield but must continue to follow the rules in place for everyone under the current national restrictions. Staff who are CEV will be advised to continue to work from home where possible, but if they cannot work from home should attend school</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 the guidance <u>Who's at higher risk from coronavirus (COVID-19) - NHS (www.nhs.uk)</u> and <u>Disparities in the risk and outcomes of COVID-19</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 				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>distance from others, and where this is not possible avoid close 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>				
<p>Staff who are pregnant</p>	<p>Following the specific guidance for pregnant employees here because. Pregnant women are considered 'clinically vulnerable' and are generally advised to follow the above advice, which applies to all school staff. In some cases pregnant women may also have other health conditions that mean they are considered CEV, where the advice for CEV staff will apply.</p> <p>Making pregnant staff aware of the guidance: COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding</p> <p>An employer's workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. 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 risks are identified during the pregnancy, in the first 6 months</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>after birth, or while the employee is still breastfeeding, we will take appropriate sensible action to reduce, remove or control them.</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 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><u>Read more guidance and advice on coronavirus (COVID-19) and pregnancy from the Royal College of Gynaecologists.</u></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>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>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>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
Staff and visitors who have received the COVID-19 vaccine not following the protective measures	Staff and visitors to site who have been vaccinated should continue to observe social distancing and all of the protective measures that continue to be in place.	None	SLT Office		
Pupils – self-isolating & shielding	<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 symptoms or have had a positive test result • 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 guidelines on shielding and protecting people who are clinically extremely vulnerable.</p> <p style="color: red;">Some groups of people, including children, are at higher risk of severe illness from coronavirus. This group of people have been told directly by their GP or hospital clinician, or have received a letter, confirming that they are 'clinically extremely vulnerable'. Since the 1 April, those who are clinically extremely vulnerable</p>		CD/JL/KB	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>(CEV) are no longer advised to shield. See guidance on who is at higher risk from coronavirus, and protecting people who are clinically extremely vulnerable.</p> <p>All CEV pupils should attend their school unless they are one of the very small number of pupils under paediatric/other specialist care and have been advised by their GP/clinician not to attend.</p> <p>Schools should not encourage parents to request unnecessary medical evidence eg doctors' notes from their GP when their child is absent from school due to illness, as set out in the school attendance guidance. If evidence is required this can take the form of prescriptions, appointment cards, text or email confirmation of appointments. Input from the GP should only be sought where there are complex health needs/persistent absence issues.</p> <p>Providing remote education to pupils who are unable to attend school because they are complying with government guidance/legislation around COVID-19.</p>				
Vulnerable children who are self-isolating/not attending	<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. Schools should:</p> <ul style="list-style-type: none"> o notify their social worker (if they have one) o agree with the social worker the best way to maintain contact & offer support offer pastoral support, and o check they are able to access remote education support 		CD	2/12	ongoing

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
<p>school for other reasons</p>	<ul style="list-style-type: none"> ○ support them to access it (as far as possible) ○ regularly check they are accessing remote education <p>-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 where a pupil is unable to attend school in the above circumstances. Such absences will not be penalised. 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. Following the LA's procedures for monitor the attendance, emotional wellbeing and safety of vulnerable children and young people.</p> <p>If vulnerable children and young people do not attend for other reasons:</p> <ul style="list-style-type: none"> • working with the local authority and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting 				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>guidance considering the child's circumstances and their best interests</p> <p>• work together with the local authority and social worker (where applicable) and other relevant partners to encourage the child or young person to attend educational provision, particularly where the social worker and the Virtual School Head (where applicable) agrees that the child or young person's attendance would be appropriate</p> <p>Procedures in place to maintain contact, ensure they are able to access remote education support and regularly check if they are doing so.</p>				
Meeting the needs of pupils with SEND	<p>Ensuring preparation for changes to routine and the measures involved are in place for pupils with SEND.</p> <p>Working with the LA, health professionals and other professionals to ensure that children with medical conditions are fully supported.</p> <p>Individual health care plans used to ensure children receive an education in line with their peers, as far as is possible. More guidance is available here.</p> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. They can move between settings & should ensure they minimise contact and</p>		JL	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>maintain as much distance as possible from other staff. Specialists will be aware of the PPE most appropriate for their role.</p>				
<p>Distribution of paper learning and devices where pupils are shielding/self-isolating</p>	<p>Parents will be given an appointment or a time slot to collect any necessary items from school. Parents and school staff must wear a face covering for any interaction.</p> <p>A table or trolley will be placed in the foyer/at the top of the steps (weather dependent) for staff to place learning/devices on.</p> <p>Staff will sanitise their hands and place the items on the table; the main gates will then be opened and parents will be invited in to collect their items one at a time. If they need to sign any paperwork, parents must bring their own pen. Paperwork will be filed and staff members must sanitise their hands again. The table/trolley surface will be cleaned periodically throughout the day.</p>		<p>LM JG</p>	<p>ongoing</p>	
<p>Pupils or staff wearing face coverings incorrectly</p>	<p>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.</p> <p>Face masks should be worn in communal areas and corridors where social distancing cannot be maintained eg in corridors unless the staff member is exempt.</p>		<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
	<p>The staff member will be required to follow the Compass protocols for the wearing of face masks and follow government guidance:</p> <p>Face masks should be worn in communal areas and corridors unless the staff member is exempt.</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) <p>Face coverings in education settings (https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education)</p>				
Teaching & learning expectations	Teachers to ensure gaps are closed in line with school based assessments and the updated Compass Progression and Assessment Framework		CD/JG/KB/JL	ongoing	
Music, dance and drama	<p>Pupils should continue to have access to music, dance and drama as part of the curriculum. 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 government guidance, including guidance provided</p>		CD/DM	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>by the DCMS for professionals and non-professionals, available at <u>working safely during coronavirus (COVID-19): performing arts.</u></p> <p>Schools can continue to engage peripatetic teachers, including staff from music education hubs. If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2m from other adults.</p> <p>The overarching objective should be to reduce the number of contacts amongst pupils and between pupils and staff, including for rehearsal and performance.</p> <p>Minimising the numbers of contacts amongst pupils, and between pupils and staff through keeping groups separate in 'bubbles' and through maintaining social distance. 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 group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.</p> <p>Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained.</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<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. There is 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. Government has published advice on <u>safer singing</u>.</p> <p>Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space. If indoors using a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission.</p> <p>If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive <u>guidance</u> on air conditioning and</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>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 such as choirs or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained. 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 subject to the usual safeguarding considerations and parental permission.</p> <p>Individual lessons : music, dance and drama can continue in schools and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so schools will need to take particular care, in line with measures</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>on peripatetic teachers. Social distancing should be maintained wherever possible, meaning teachers should not provide physical correction.</p> <p>Instruments: requiring increased handwashing before & after handling equipment, especially if being used by more than one person. Avoid sharing equipment wherever possible. If instruments and equipment have to be shared, disinfect regularly and always between users, following the <u>government guidance</u></p>				
Physical activity	<p>Following the measures in the system of controls.</p> <p>Where considering team sports schools must only consider those 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 ie sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events.</p> <p>(https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework).</p> <p>Competitions between different schools will not take place until wider grassroots sport for under 18s is permitted.</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>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so.</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 the 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 sports setting because of the way in which people breathe during exercise. External facilities can also be used by schools in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing.</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>From 29 March, outdoor competition between difference schools can take place. Indoor competition between different schools should not take place until wider indoor grassroots sport</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) • 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>				
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> <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>		All staff	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
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	
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>		CD/JL/KB	ongoing	
Class group & size configuration	<p>Maintaining consistent groups is important within the system of controls.</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 whilst maintaining the quality & breadth of teaching;</p>		CD	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>All other classroom controls are the same as primary below.</p> <p>Primary:</p> <ul style="list-style-type: none"> • Group sizes [year group] • Pupils are kept in 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 & will be encouraged to keep their distance as far as possible within groups; • 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, whilst maintaining the quality & breadth of teaching. Mixing in wider groups is acceptable for specialist teaching and wraparound care purposes. Siblings may be in different groups 				
Classroom environment	<p>Desks have been arranged so that pupils are seated side by side & facing forward. Windows are opened where possible to provide a good flow of fresh air.</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>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 surfaces.</p> <p>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>Where cleaning/disinfecting of resources is not possible/practical resources will be restricted to one user/left unused for 48 hours (72 for plastics) between use by different individuals.</p> <p>Assess the ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment. Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use.</p> <p>Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>necessary 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. 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>Rooms are accessed directly from outside where possible</p>				
<p>Timetable and educational visits</p>	<p>Fulfil the requirements of the curriculum for all children whether in school or at home due to shielding/self-isolation. In line with the roadmap, should step 2 commence as planned, schools can resume Educational day visits that involve the use of public transport and the visiting of indoor venues, no earlier than 12 April. can take place from 7 June. Any day visits must be conducted in line with relevant COVID-19 secure guidelines and regulations in place at that time. This includes the system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination. Full risk assessments should be undertaken and informed by the health & safety guidance on educational visits (see link here). In line with the roadmap, no over night domestic educational visits until at least step 3, no earlier than 17 May 7 June. See Annex C for conditions that should be met when planning & undertaking residential visits. Consider which lessons or classroom activities could take place outdoors</p>	<p>See timetables for play/lunch/music/PE</p>	<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
	<p>Use the timetable and selection of classroom or other learning environment to reduce movement around the school or building</p> <p>Assemblies are delivered virtually in classrooms and provided to pupils learning at home if shielding/self-isolating.</p> <p>Break times (including lunch) are staggered, so that all children are not moving around the school at the same time.</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>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 remote 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</p>	<p>Outdoor equipment cleaned at midday</p> <p>Each year group has it's own staffroom</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>between groups is in place, following the <u>COVID-19: cleaning of non-healthcare settings guidance</u></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 timetables</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>Number of pupils who use the toilet facilities at one time are limited to ensure they do not become crowded where possible groups are allocated to specific toilets 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>Remote assemble no longer recorded as Mrs Daly will do live one by year group</p>			

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Where possible classes/activities will be completed outside Maximise the use of outdoor space for outdoor education, exercise and breaks 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>				
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 arrive in the playground more 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; 	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
	<ul style="list-style-type: none"> • 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; 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) • Hand-wash 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 				

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"> 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 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. Markings have been added to the floor asking visitors to stay back at least 2m from the reception desk;</p> <p>Visitors to provide completed COVID-19 questionnaire prior to arrival, school to check responses remain current on arrival;</p> <p>School to keep record of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace;</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>School to brief contractor/visitor on COVID-19 safety measures/procedures.</p> <p>Therapists and visiting specialists following the guidance provided by their own professional bodies and briefed on school protocols;</p> <p>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 10 days prior to arrival;</p> <p>Visitors/contractors to wear a face mask whilst onsite (unless they are exempt);</p> <p>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;</p> <p>The school contact is required to attend reception in good time to meet their visitor;</p> <p>Meetings with visitors will be via video conference or phone where possible;</p> <p>If meetings are not possible via video conference/phone, social distancing measures will be adhered to at all times;</p> <p>Keeping in regular contact with external cleaning and catering suppliers and briefing them on the school's measures and groupings. Cleaning and catering staff are encouraged to participate in the school's lateral flow testing.</p> <p>Briefing contractors on the school's COVID-19 measures prior to arrival and expectations on site. Reviewing the contractors' COVID-19 measures as detailed in their RAMS</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
<p>Cleaning and Hygiene</p>	<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. when they arrive at school; 2. when they arrive from breaks; 3. when they change rooms; 4. Before and after eating; 5. After using the toilet 6. After sneezing/coughing <p>Review the <u>guidance on hand cleaning</u></p> <p>Staff who work with children who spit uncontrollably may want more opportunities to wash their hands. Pupils who use saliva as a sensory stimulant/who struggle with 'catch it bin it kill it' may also need more opportunities to wash their hands. This is considered as part of risk assessments in order to support these pupils and the staff working with them. These staff members are</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>able to book a vaccine via the LA's system. Continue to help pupils with complex needs to clean their hands properly.</p> <p>→ after sneezing or coughing</p> <p>Individuals are encouraged:</p> <ul style="list-style-type: none"> ➤ are encouraged not to touch their mouth, eyes and nose ➤ to 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 Consider how to encourage young children to learn and practise these habits through games, songs and repetition Bins for tissues are emptied throughout the day Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units 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 Cleaning supplies are monitored & replenished as required 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>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>The school maintains an enhanced cleaning regime. This includes the following:</p> <ul style="list-style-type: none"> • More frequent cleaning of rooms/shared areas that are used by different groups • 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; • 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; 				

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"> • 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; 				
Poor ventilation	<p>mechanical ventilation systems – adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance & that only fresh outside air is circulated (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal 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>CD/LG/DM</p> <p>All staff</p>	ongoing	

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

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<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. 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>				
Playground Equipment	<p>Allow for distance between children and staff</p> <p>Cleaning of outdoor equipment between different groups of children . Read COVID-19: cleaning of non-healthcare settings</p>		CD/Middays	ongoing	
Symptomatic of COVID-19	<p>Familiar with NHS Test & Trace process.</p> <ul style="list-style-type: none"> • Ensuring staff, parents & other adults carers understand that they must not come into school if will need to: • book a test if they have one or more coronavirus symptoms (high temperature, new continuous cough, loss or change to sense of taste or smell 	LM/CD/KB/JL to book key worker test for people	<p>CD</p> <p>All staff</p>	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"> • self-isolate immediately and not come to school if: <ul style="list-style-type: none"> • they develop symptoms • they have been in close contact with someone who tests positive for COVID-19 • anyone in member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms • they are legally required to quarantine having recently visited countries outside the Common Travel Area • they have been advised to isolate by NHS test and trace of the PHE local health protection team • they have had a positive test provide details of anyone they have been in close contact with, if they test positive for COVID-19 or if asked by NHS Test & Trace • they have been in close contact with someone who tests positive for COVID-19 • They must immediately cease to do not attend for at least 10 days from the day after: <ul style="list-style-type: none"> ○ the start of their symptoms ○ the test date if they did not have any symptoms but have had a positive LFD or PCR test (whether this was a lateral flow device or polymerase chain reaction test if an LFD test is taken first, and a PCR test is then taken within 2 days of the positive lateral flow test, and is negative, it overrides the LFD test and the pupil can return to school) <p>Follow this process and ensure everyone onsite/visiting is aware of it.</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate, but may leave home to avoid injury or illness or to escape the risk of harm.</p> <p>If anyone in school develops coronavirus symptoms:</p> <ul style="list-style-type: none"> • send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days • advise them to follow the <u>guidance for households with possible or confirmed coronavirus (COVID-19) infection</u> • advise them to <u>arrange to have a test</u> as soon as possible to see if they have coronavirus (COVID-19) • Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. It remains essential that anyone who gets a positive result from an LFD result self-isolates immediately, as must other members of their household, while they get a confirmatory PCR test • If a member of the household starts to display symptoms while self-isolating they will need to restart the 10 day 				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>isolation period and book a test. If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10 day isolation period from the day they developed symptoms. 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>Keeping school supply of PCR test kits replenished through online portal – calling 119 if they do not arrive.</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 full 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 at least from the day of the onset of their symptoms and for the following 10 full days 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 period of isolation starts from the day when they first became symptomatic and the following 10</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>full days. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate starting from the day the individual's symptoms started (or the day their test was taken if they did not have symptoms, whether this was an LFD or PCR test) and the next full 10 days from the day after the individual tested positive.</p> <p>If 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 and needs of the pupil, with appropriate adult supervision if required. Ideally, a window should be opened for fresh air ventilation if it is safe to do so. 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 must be cleaned and disinfected using standard cleaning products before being used by anyone else. PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children's social care settings guidance</p> <p>In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Anyone with coronavirus symptoms should not visit</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>the GP, pharmacy, urgent care centre or a hospital, unless advised to.</p> <p>Any member of staff who has provided close contact care, to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, , 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 self-isolate immediately and 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) which is a legal obligation • they have tested positive from an LFD test or PCR test as part of a community or worker programme – if an LFD test is taken first, a confirmatory PCR test is then taken within 2 days of the positive lateral flow test, and is negative, it overrides the LFD test and the individual can return to school <p>Everyone must 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</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p> <p>If you are contacted by NHS Test and Trace or your local health protection team and told to self-isolate because you have been a close contact of a positive case, you have a legal obligation to do so. (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</p>				
Asymptomatic of COVID-19	<p>All staff who are on-site are strongly encouraged to participate in lateral flow tests every week (twice weekly for full time members of staff), allowing the identification of some individuals with coronavirus who do not have symptoms. Testing is not mandatory for staff and they do not need to provide proof of a negative test result to attend school in person, although participation in testing is strongly encouraged. Testing is also offered to our contracted cleaning and catering staff [insert details of any other externally contracted staff who are participating]</p> <p>Following the Rapid asymptomatic coronavirus (COVID-19) testing for staff in primary schools, school-based nurseries and maintained nursery schools guidance.</p> <p>Following the Compass COVID-19 risk assessment for lateral flow tests, which has been disseminated to staff. Whilst staff do not need to provide evidence of a negative lateral flow test, the</p>		LM	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>provision of such tests are designed to support COVID 19 safety measures and we therefore ask all staff to complete the school based register of results.</p>				
<p>Confirmed case of COVID-19</p>	<p>If support is needed, 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 work with the school on actions to take. Based on their advice, send home anyone who has been in close contact with the person asking them to self-isolate immediately and for next full 10 days from day after contact with the individual who tested positive. It is a legal requirement for an individual to self-isolate if they have been told to do so by NHS Test and Trace. Close contact means:</p> <ul style="list-style-type: none"> • Lives in the same household as someone with coronavirus symptoms or who has tested positive for coronavirus • Has had any of the following types of contact with someone who has tested positive for coronavirus with a PCR or LFD test (if a confirmatory PCR test is negative, provided it was taken within two days of the positive LFD, 		<p>CD/JG/KJ</p>	<p>ongoing</p>	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>it overrides the lateral flow test and close contacts can stop self-isolating):</p> <ul style="list-style-type: none"> • face-to-face contact including being coughed on or having a face-to face conversation within 1 metre • been within 1 metre for 1 minute or longer without face-to-face contact • sexual contacts • been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day) • travelled in the same vehicle or a plane <p>Whilst awaiting the confirmatory PCR result, pupils, staff and close contacts should continue to self-isolate.</p> <p>If someone who uses dedicated transport tests positive, local authorities should work with schools to identify close contacts. The assessment is likely to take into account:</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"> ○ Vehicle size ○ Degree of face to face contact ○ Length of time in close proximity ○ Whether a Perspex screen is in place <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 has been provided to schools ,on the advice of the health protection team, to send to parents of children asked to self-isolate. This can also be used for 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, unless they have been told to self-isolate by NHS Test & Trace/their health protection team, in which case they must self-isolate: this is a legal obligation. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10-days from the day after contact with the individual who has tested positive, they should</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>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 the test delivers a negative result, they must remain in isolation for the remainder of the 10-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 must isolate from the day of onset of their symptoms and at least the following 10 full days their household should self-isolate starting from when the symptomatic person in their household first had symptoms and the next full 10 days, 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> <p>Some school staff, parents & carers may be eligible for one off Test and Trace Support Payment. Parents or guardians can also apply to the Test and Trace Support Payment scheme if they</p>				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>need to care for a child who is self-isolating. See government guidance for more details.</p> <p>Further guidance is available on <u>testing and tracing for coronavirus (COVID-19)</u>.</p> <p>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 <u>COVID-19: cleaning of non-healthcare settings guidance</u>.</p>				
Outbreak of COVID-19	<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 should call the dedicated advice service, who will escalate the issue to the PHE local health protection team where necessary and advise if any additional action is required. Call DfE Helpline on 0800 0468687 (option 1).</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 – this could be a class or year group. If schools are implementing the system of controls as set out above, addressing the any issues they have identified and</p>		C Daly SLT	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>therefore reducing transmissions risks, whole school closure will not generally be necessary, and should not be considered except on the advice of health protection teams.</p>				
Administering of first aid	<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</p>		All first aiders	ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>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>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 premises staffing levels are in place; Contingency in place for sudden premises staff absence</p>		LG/DM/CD	ongoing	
Hazardous substance management, unsuitable COSHH management and use of	<p>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;</p>		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.	<p>All cleaning chemicals are stored safely and securely in accordance with requirements;</p> <p>COSHH safety training has been completed by all those using chemicals for cleaning;</p> <p>Appropriate PPE is available for all cleaning including suitable PPE for cleaning of potential coronavirus contaminated rooms or equipment.</p>				
<p>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.</p>	<p>The Government expects that all staff will return to work in September.</p> <p>Evacuation plans including the following have been reviewed:</p> <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; <p>All other fire system testing and maintenance has continued as normal.</p>		LG/DM/CD	ongoing	
Failure to follow RIDDOR COVID-19 reporting requirements	<p>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:</p>		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>				
Staffrooms	<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>		HT	September 2020	

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>Resuming all before and after school activities and wraparound care for pupils. All parents may access wraparound and extra-curricular provision for their children, without any restrictions on the reasons for which they may attend.</p> <p>Working closely with any external wraparound providers to minimise mixing between children. Wraparound childcare or extra-curricular activities outdoors can currently happen in groups of any number. However, until 17 May (in line with Step 3 of the roadmap) if the provision is taking place indoors, and it is not possible to group children in the same bubble as they are in during the school day, providers should keep children in consistent groups of no more than 15 children and at least one staff member. From 17 May, in line with the commencement of Step 3 of the roadmap, where wraparound and other extra-curricular activities for children are taking place indoors, they will</p>		CD	Ongoing	

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>be able to take place in groups of any number. However, it remains important to continue to minimise mixing between children, where possible. This can be achieved by continuing to keep children in consistent groups every time they attend the setting. Smaller groups should be considered when it is not possible to do this. When considering appropriate group sizes it will be important to take into account factors such as the recommended occupancy levels of the premises you are operating from and levels of ventilation. For example, guidance for providers of grassroots sport and sport facilities recommends that the maximum occupancy of an indoor facility should be limited by providing a minimum of 100sqft per person.</p> <ul style="list-style-type: none"> • Schools should offer wraparound provision, such as breakfast and afterschool clubs, where this is necessary to support parents at work, attend education and access medical care and as part of a pupil's wider education and training (including catch-up provision). Vulnerable children can attend these settings regardless of circumstances. • If the provision is taking place indoors and it is not possible to group children in the same bubble as they are in during the school day, providers should try to keep them in 				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>consistent groups of no more than 15 children and at least one staff member.</p> <ul style="list-style-type: none"> • From 29th March, when all outdoor sports and supervised activities for children will be able to open without restrictions on attendance, activities taking place outdoors can happen in groups of any number. This is because the transmission risk is lower outside. • From 29 March, advising parents that where they are accessing this provision for their children, they must only be using this where one of the following applies: <ul style="list-style-type: none"> • the provision is being offered as part of the school's educational activities (including catch-up provision) • the provision is for a vulnerable child or young person • the provision is as part of their child's efforts to obtain a regulated qualification or meet the entry requirements of an education institution • the use of the provision is reasonably necessary to support them to: <ul style="list-style-type: none"> • work 				

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"> • seek work • undertake education or training • attend a medical appointment • address a medical need • attend a support group • where the provision is taking place outdoors – all children may access outdoor provision regardless of circumstances • their children are eligible for free school meals and are attending provision as part of the holiday activities and food programme • — • As part of step 2 (not earlier than 12 April) of the roadmap, all parents may access wraparound and extra-curricular provision, without any restrictions on the reasons for which their children may attend. • Working with any external wraparound providers which these pupils may use, to try to keep children in the same bubble they are in during the school day, as far as possible. • See guidance: Protective measures for holiday and after school clubs, and other out of school settings during the coronavirus 				

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
	<p>(COVID-19) outbreak - GOV.UK (www.gov.uk)</p> <p>Where parents are using external childcare providers or out of school extra-curricular activities for their children:</p> <ul style="list-style-type: none"> • advise them to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible. • encourage them to check providers have put in place their own protective measures • send them the link to the <u>guidance</u> for parents and carers <p>Schools may also continue to open up or hire out their premises for use by external wraparound childcare providers, such as after-school or holiday clubs. Working with providers to make sure they have considered the relevant government guidance for their sector and put protective measures in place.</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.