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| **Activity/**  **Situation** | | | **FULL OPENING OF SCHOOL DURING COVID-19 PANDEMIC** | | | | | | | | | | | | | | | | | | | |
| **Location** | | | **Hartburn Primary School** | | | | | | | | | | | | | | | | | | | |
| **Persons at Risk** | | | **Pupils** | | **Employees** | | | | | **Visitors** | | | | **Contractors** | | | | | | | | |
| **HAZARD(S)** | | | * **Contact between individuals not minimised and social distancing measures not followed** * **Social distancing measures not followed during travel to and from school** * **Inadequate cleaning/sanitising** * **Shared resources** * **Spread of coronavirus to staff, pupils and families, visitors and contractors** * **Site user becoming unwell** * **Site user developing symptoms** * **Inadequate hand washing/personal hygiene** * **Inadequate personal protection & PPE** * **Visitors, contractors & spread of coronavirus** * **Inadequate ventilation** * **Fire and intruder alarms and emergencies, including lockdown** | | | | | | | | | | | | | | | | | | | |
| **CONTROL MEASURES** | | | | | | | | **ADDITIONAL INFORMATION** | | | | | **YES** | | | **NO** | | | | **N/A** | | |
| **In considering all of the below risks and potential control measures, please be mindful of your duties under the** [**Equality Act**](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools) **by ensuring that there is no adverse impact on any particular group of staff / pupils with protected characteristics** | | | | | | | | | | | | | | | | | | | | | | |
| **Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed** | | | | | | | | | | | | | | | | | | | | | | |
| Consistent groups are in place which reduces the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group | | | | | | | | Pupils are grouped in Class Bubbles of 30 or less and do not mix with other bubbles. Staff teach their own class bubble wherever possible. | | | | |  | | |  | | | |  | | |
| The school keeps a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups | | | | | | | | Pupils in Y1 – Y6 are sat in rows, front facing and have a fixed seating plan. Record kept of staffing levels and intervention groups for track and trace. Reception in a bubble of 75 pupils. | | | | |  | | |  | | | |  | | |
| Distinct groups or ‘bubbles’ that do not mix are maintained which 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 | | | | | | | | Y1 – Y6 in class bubbles of 30 or less. Mixed classes split and taught in groups of 15 in the morning and then 30 in the afternoon, staffing kept to 2 teachers where possible. | | | | |  | | |  | | | |  | | |
| Primary schools may be able to implement groups that are the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in the group become ill with coronavirus (COVID-19). | | | | | | | | Full range of subjects can be offered in Class Bubbles. Pupils will not be streamed for English and Maths at this moment in time, to limit mixing of pupils and staff, as local infection rates remain high. | | | | |  | | |  | | | |  | | |
| Whatever the size of the group, they are kept apart from other groups and older children are encouraged to keep their distance within their groups | | | | | | | | Staggered break times and designated playground zones.  See Class Bubbles information. | | | | |  | | |  | | | |  | | |
| Schools with the capability to do it should take steps to limit interaction, and the sharing of rooms and social spaces between groups as much as possible | | | | | | | | Shared areas – Studio and Hall, equipment sanitised between groups. Designated toilets for each year group with increased cleaning. | | | | |  | | |  | | | |  | | |
| It is recognised that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group | | | | | | | | EYFS cannot socially distance, but other pupils encouraged to socially distance. Classrooms, corridors have tape to support this and keep to the left of the corridor when moving around school. | | | | |  | | |  | | | |  | | |
| Schools keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport | | | | | | | | Known childminders and Childcare Providers are used and regularly updated with our RA. | | | | |  | | |  | | | |  | | |
| Siblings may be in different groups | | | | | | | | Pupils are grouped by Class. | | | | |  | | |  | | | |  | | |
| Teachers and other staff operate across different classes and year groups in order to facilitate the delivery of the school timetable | | | | | | | | Kept to a minimum where possible and staffing allows. | | | | |  | | |  | | | |  | | |
| Where staff need to move between classes and year groups, they should keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults | | | | | | | | Trust Directive: the Gold Standard is the use of a mask AND visor in all shared areas of school as this provides the best protection.  Visors worn in addition to masks are advisable, but not mandatory. | | | | |  | | |  | | | |  | | |
| The number of interactions or changes are minimised wherever possible | | | | | | | | Kept to a minimum where staffing allows. | | | | |  | | |  | | | |  | | |
| Where possible adults maintain a 2 metre distance from each other, and from children | | | | | | | | EYFS cannot socially distance. Classrooms marked and all staff adhere to this where possible. | | | | |  | | |  | | | |  | | |
| Adults avoid close face to face contact and limit time spent within 1 metre of anyone | | | | | | | | - direct close contacts - face to face contact with an infected individual for **any length of time**, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)  - proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes either as a one-off contact or added up together over one day) with an infected individual  [Guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person](https://www.gov.uk/government/publications/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person) | | | | |  | | |  | | | |  | | |
| Educational and care support is provided as normal to pupils who have complex needs or who need close contact care with other increased hygiene protocols in place to minimise the risk of transmission | | | | | | | | Full PPE required when administering First Aid, or assisting in personal needs | | | | |  | | |  | | | |  | | |
| Schools, local authorities, health professionals, regional schools commissioners and other services work together to ensure that children with medical conditions are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers | | | | | | | | In some cases, the pupil’s medical needs will mean this is not possible, and educational support will require flexibility. [Our guidance on supporting pupils at school with medical conditions](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf) remains in place. | | | | |  | | |  | | | |  | | |
| Pupils are seated side by side and facing forwards, rather than face to face or side on | | | | | | | | Desks are forward facing and spaced as far apart as possible. Each Class Bubble must have a fixed seating plan. | | | | |  | | |  | | | |  | | |
| Unnecessary furniture has been moved out of classrooms to make more space | | | | | | | | Furniture stored. | | | | |  | | |  | | | |  | | |
| Large gatherings such as assemblies or collective worship with more than one group do not take place | | | | | | | | Staff meetings and assemblies take place over Zoom. | | | | |  | | |  | | | |  | | |
| The timetable and selection of classroom or other learning environment has been used to keep groups apart and reduce movement around the school or building | | | | | | | | System of movement in place, keep to the left in corridors. Each year group has its own entrance and exit to the school, to reduce the possibility of contact. Outside exits are utilised for moving around school. | | | | |  | | |  | | | |  | | |
| Break times are staggered so that all pupils are not moving around the school at the same time | | | | | | | | Morning Break:  Reception 10:30-10:45  Y1&2 10:15-10:30  Y3&4 10:30-10:45  Y5&6 10:45-11:00  Afternoon Break:  Reception 1:30-1:45  Y1&2 1:45-2:00  Y3&4 2:00-2:15  Y5&6 2:15-2:30  Each Class has its own designated zone for play, with own equipment that is not shared. | | | | |  | | |  | | | |  | | |
| Lunch breaks are staggered | | | | | | | | Reception, Y1 and Y2 eat in the dining hall. Y3&4 eat packed lunches in their classrooms and school dinners in the school hall. Y5&6 eat packed lunches and school dinners in their classrooms.  Reception lunchtime 11:30  Y1&2 12:00-1:00  Y3&4 12:15-1:15  Y5&6 12:15-1:15  Lunch hour split into 2 sessions, 30 minutes to eat and 30 minutes outside play: refer to Class Bubble lunchtime rota. | | | | |  | | |  | | | |  | | |
| Numbers of staff using Staff Room are limited or the use of Staff Room is staggered to ensure that staff maintain 2 metres distance from each other | | | | | | | | Chairs have been taped off and some have been removed to ensure staff cannot sit within 2 metres of each other. Staff have a break of a reasonable length during the day. Staff are encouraged to use other areas in school for their breaks (see staff handbook). | | | | |  | | |  | | | |  | | |
| Staff meetings take place remotely where possible.  Where this is not possible staff meetings take place in a large well ventilated room ensuring 2 metres social distancing at all times | | | | | | | | All staff meetings through Zoom, staff either stay in their classrooms or go home and join the meeting. | | | | |  | | |  | | | |  | | |
| Consideration given to staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school | | | | | | | | Nursery am  08:30 -11:30  Nursery pm  12:30 – 15:30  15 minute drop off window 08:45–09:00  Any pupil that is late reports to the main office after 09:00  Staggered start and finish times do not reduce the amount of overall teaching time. A staggered start may include:   * condensing or staggering free periods or break time but retaining the same amount of teaching time * keeping the length of the day the same but starting and finishing later to avoid busy periods   Staggered pick up times:  Reception 3:15  Y1 3:15  Y1/2 Mixed 3:20  Y2 3:30  Y3 3:20  Y3/4 Mixed 3:25  Y4 3:25  Y5 3:20  Y5/6 Mixed 3:20  Y6 3:25 | | | | |  | | |  | | | |  | | |
| Parents’ drop-off and pick-up protocols planned to minimise adult to adult contact | | | | | | | | [CYPS Bulletin](https://r1.dmtrk.net/4BPJ-YG96-F1BBF27B433B8E862EBEDWD3AE4400931F7ED0/cr.aspx)  Messages will not be taken by a member of staff on the door, parents must email or ring the office. | | | | |  | | |  | | | |  | | |
| All parents/carers entering the school premises (and in other congested areas around school premises) wear a face covering in addition to social distancing | | | | | | | | Signs exhibited. Please note that this does not apply to those who are medically exempt. | | | | |  | | |  | | | |  | | |
| Ensure that you inform those travelling by car that they should wait in their car until the specific drop off time | | | | | | | | Staggered start times negate this. Parents and children are encouraged to walk or cycle to school where possible. Arrangement made with The Bowling Club for parents to use their car park and walk the last part to school. School participates in the Travel Tracker Scheme. | | | | |  | | |  | | | |  | | |
| Ensure that you inform parents to maintain social distancing from others when dropping off and collecting pupils from school | | | | | | | | Information and reminders included in parental letters. When collecting pupils, parents/carers stand back and adhere to social distancing, which is supervised by SLT and Site Manager. | | | | |  | | |  | | | |  | | |
| Parents and pupils are told 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, only one adult per family should enter school grounds to drop off or collect) | | | | | | | | Parents have been regularly informed of specific times and positions for entry and exit and this is continually reviewed. | | | | |  | | |  | | | |  | | |
| It is made 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) | | | | | | | | Site Manager and SLT to supervise to ensure parents are queuing outside the school maintaining social distancing. | | | | |  | | |  | | | |  | | |
| Schools can resume educational day visits from 12 April | | | | | | | | Any educational day visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination | | | | |  | | |  | | | |  | | |
| Domestic and International residential educational visits must not take place at this time. This will be reviewed no earlier than 17 May | | | | | | | | Winmarleigh Hall Residential trip due 17th May | | | | |  | | |  | | | |  | | |
| School will work to resume all before and after-school educational activities and wraparound childcare for pupils | | | | | | | | School liaises with local providers. Childminders are restricted to have only children from the same family. The Barn and Tiny Turners have been requested to keep pupils in family groups and from the same school to minimise mixing of pupils from other schools. | | | | |  | | |  | | | |  | | |
| School works closely with any external wraparound providers which their pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day | | | | | | | | Breakfast club to resume from 8th March and pupils kept in Class Bubbles. After-school sports activities suspended at this moment in time. | | | | |  | | |  | | | |  | | |
| 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 consistent groups of no more than 15 children and at least one staff member | | | | | | | |  | | | | |  | | |  | | | |  | | |
| Activities taking place outdoors can happen in groups of any number | | | | | | | | This is because the transmission risk is lower outside | | | | |  | | |  | | | |  | | |
| Where parents are using external childcare providers or out of school extra-curricular activities for their children, you should also:  • 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 guidance for parents and carers | | | | | | | | Parents advised  <https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak> | | | | |  | | |  | | | |  | | |
| If school premises are hired out for use by external wraparound childcare providers, such as after-school or holiday clubs, school have made sure these organisations have:  • considered the relevant government guidance for their sector  • put in place protective measures | | | | | | | | No present plans. | | | | |  | | |  | | | |  | | |
| **Social Distancing Measures Not Followed During Travel to and from School** | | | | | | | | | | | | | | | | | | | | | | |
| Parents and pupils are encouraged to walk or cycle to their education setting where possible | | | | | | | | Parents and children are encouraged to walk or cycle to school where possible, or park further away from school and walk the last part. School participates in Travel Tracker. | | | | |  | | |  | | | |  | | |
| Schools, parents and pupils following the government guidance on how to travel safely, when planning their travel on public transport | | | | | | | | [Safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers) | | | | |  | | |  | | | |  | | |
| **Inadequate Cleaning/Sanitising** | | | | | | | | | | | | | | | | | | | | | | |
| A cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups is in place | | | | | | | | Cleaning supplies are available in each classroom and shared area and enhanced cleaning takes place throughout the day. | | | | |  | | |  | | | |  | | |
| Frequently touched surfaces, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters etc. are cleaned more often than normal | | | | | | | | Desks, chairs, iPads etc regularly cleaned  Hotspots: door handles, toilet flushes and taps. | | | | |  | | |  | | | |  | | |
| Electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use | | | | | | | | Cleaning equipment in each classroom and shared area for staff to regularly clean each day. | | | | |  | | |  | | | |  | | |
| Bins for tissues and other rubbish are emptied throughout the day | | | | | | | | Disposable tissues are available in each classroom, together with lidded bins and signs ‘Catch it, Kill it, Bin it’ These bins are lidded and emptied each day. | | | | |  | | |  | | | |  | | |
| Stocks of cleaning chemicals, liquid soap, paper towels, tissues, toilet roll, bin bags etc. regularly checked and additional supplies requested as necessary | | | | | | | | Site Manager checks stock levels and liaises with Senior Administrator to order supplies. | | | | |  | | |  | | | |  | | |
| Consideration given to how play equipment is used ensuring it is appropriately cleaned between groups of children using it | | | | | | | | Separate play equipment is assigned for each Class Bubble and not shared. [Guidance on hand cleaning](https://www.gov.uk/guidance/coronavirus-covid-19-information-for-the-public) | | | | |  | | |  | | | |  | | |
| Outdoor playground equipment should be more frequently cleaned | | | | | | | | Separate play equipment is assigned for each Class Bubble and not shared. | | | | |  | | |  | | | |  | | |
| **Shared Resources** | | | | | | | | | | | | | | | | | | | | | | |
| For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared | | | | | | | | Pupils have their own equipment, which is not shared between others. | | | | |  | | |  | | | |  | | |
| Classroom based resources, such as books and games, can be used and shared within the bubble; these are cleaned regularly, along with all frequently touched surfaces | | | | | | | | Pupils have their own Class Bubble equipment, which is not shared between others. | | | | |  | | |  | | | |  | | |
| 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 | | | | | | | | Resources not shared between groups where possible. When this is not possible items are quarantined. | | | | |  | | |  | | | |  | | |
| Pupils should limit the amount of equipment they bring into school each day, including essentials such as lunch boxes, hats, coats, books, stationery, bags and mobile phones (depending on school policy) | | | | | | | | Where a pupil takes home a school book, it is quarantined before it is put back in the library. System of daily boxes in place to support this. | | | | |  | | |  | | | |  | | |
| The ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment has been assessed and where cleaning or disinfecting is not possible or practical, resources will be either:  • restricted to one user  • left unused for a period of 48 hours (72 hours for plastics) between use by different individuals | | | | | | | | Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use. | | | | |  | | |  | | | |  | | |
| Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Rules on hand cleaning, cleaning of the resources and rotation apply to these resources | | | | | | | | It is very difficult to adequately clean exercise books -  Pupils and staff follow PHE advice and adhere to  [Guidance on hand cleaning](https://www.gov.uk/guidance/coronavirus-covid-19-information-for-the-public) | | | | |  | | |  | | | |  | | |
| Devices/ laptops/tablets etc. that are brought from home to school and back again are cleaned at the start and end of the day | | | | | | | | Staff advised. | | | | |  | | |  | | | |  | | |
| **Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors** | | | | | | | | | | | | | | | | | | | | | | |
| Contact with individuals who are required to self-isolate is minimised by ensuring they do not attend the school | | | | | | | | Ensuring that pupils, staff and other adults do not come into the school if they have [coronavirus (COVID-19) symptoms](https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus), or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19) | | | | |  | | |  | | | |  | | |
| Anybody contacted by NHS Test and Trace or local health protection team and told to self-isolate because they have been a close contact of a positive case, has a legal obligation to do so | | | | | | | |  | | | | |  | | |  | | | |  | | |
| Pupils, staff and other adults must not come into the school if:  • they have one or more [coronavirus (COVID-19) symptoms](https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works%23part-1-people-who-develop-symptoms-of-coronavirus)  • a member of their household (including someone in their [support bubble](https://www.gov.uk/guidance/making-a-support-bubble-with-another-household) or [childcare bubble](https://www.gov.uk/guidance/making-a-childcare-bubble-with-another-household)  if they have one) has coronavirus (COVID-19) symptoms  • they are required to [quarantine having recently visited countries outside the Common Travel Area](https://www.gov.uk/uk-border-control/self-isolating-when-you-arrive)  • they have had a positive test | | | | | | | |  | | | | |  | | |  | | | |  | | |
| School makes everyone onsite or visiting aware that they must immediately cease to attend and not attend for at least 10 days from the day after:   * the start of their symptoms   the test date if they did not have any symptoms but have had a positive LFD or PCR 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) | | | | | | | | School staff, kitchen staff, visiting therapists, peripatetic music staff have all been given LFT from school stock to carry out twice weekly – Monday and Thursday.  Parents have been advised about the Rapid lateral flow testing for households and bubbles of school pupils and staff  <https://www.gov.uk/guidance/rapid-lateral-flow-testing-for-households-and-bubbles-of-school-pupils-and-staff> | | | | |  | | |  | | | |  | | |
| The pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia | | | | | | | | This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice. | | | | |  | | |  | | | |  | | |
| The school recognises that if they have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and will call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required | | | | | | | | You can reach them by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. | | | | |  | | |  | | | |  | | |
| Where a pupil routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the pupil. Pupils should be able to continue attending both settings. | | | | | | | | While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact except when required by specific public health advice. | | | | |  | | |  | | | |  | | |
| Where individuals are self-isolating and are within the definition of vulnerable, school has put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support | | | | | | | | Log of vulnerable children held and regular welfare calls conducted. | | | | |  | | |  | | | |  | | |
| Where schools and colleges are carrying out their own testing regime, they make it clear to staff and pupils that a negative test result does not remove the risk of transmission | | | | | | | | In some cases, someone who has tested negative may still have the undetected disease and be infectious. It is therefore essential that everyone continues to follow good hygiene and observe social distancing measures whether or not they have been tested. | | | | |  | | |  | | | |  | | |
| All CEV pupils should attend their school unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician not to attend | | | | | | | |  | | | | |  | | |  | | | |  | | |
| 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 with specific health conditions who fall within the CEV category and have been shielding, are advised to stay at home as much as possible.  If working from home is not possible, they may be asked to return to work. Consideration should first be given to roles in school where it is possible to maintain social distancing. Returning is subject to an individual risk assessment and being able to maintain social distancing as much as possible | | | | | | | | Individual risk assessments are needed and guidance must be sought | | | | |  | | |  | | | |  | | |
| Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings | | | | | | | | People who live with those who are clinically vulnerable or clinically extremely vulnerable can attend the workplace but should ensure they maintain good prevention practice in the workplace and home settings.  List held by SLT. | | | | |  | | |  | | | |  | | |
| CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission | | | | | | | | While in school they should follow the specific measures to minimise the risks of transmission.  This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. Adults should continue to take care to socially distance from other adults including older children and adolescents.  List held by SLT. | | | | |  | | |  | | | |  | | |
| Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home | | | | | | | | While in school they should follow the specific measures to minimise the risks of transmission.  This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. Adults should continue to take care to socially distance from other adults including older children and adolescents.  List held by SLT. | | | | |  | | |  | | | |  | | |
| Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from coronavirus (COVID-19) where it is not possible to work from home, these staff can attend school as long as the [system of controls](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-coronavirus-covid-19-operational-guidance#system-of-controls) | | | | | | | | [information available on who is at higher risk from coronavirus](https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/) | | | | |  | | |  | | | |  | | |
| Pregnant women are in the ‘clinically vulnerable’ category | | | | | | | | School must complete the New and Expectant Mothers risk assessment as well as the COVID Individual risk assessment.  Both the New and Expectant Mothers and the Individual Risk Assessment must be reviewed prior to 28 weeks when risk factors increase.  Individual Risk Assessments will need to be subject to regular review  [RCOG Q&A covid19 virus infection and pregnancy](https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/covid-19-virus-infection-and-pregnancy/#coronavirus) | | | | |  | | |  | | | |  | | |
| We currently advise, due to the increased risk of serious illness and premature birth after 28 weeks gestation arising from Covid, that pregnant colleagues in their 3rd trimester do not attend a physical workplace.  Therefore, from now on pregnant employees in their 3rd trimester should be directed to work from home if they are currently attending a workplace.  This should happen as soon as possible, and so managers are required to send home any pregnant employees who have reached the start of their 28th week of pregnancy | | | | | | | | As pregnant women are currently advised not to be vaccinated and there continues to be moderate levels of coronavirus transmission within the community, we have decided to continue to advise those in the 3rd trimester of pregnancy to continue to remain away from workplaces  As per NYCC and CYC recommendation | | | | |  | | |  | | | |  | | |
| All employers have a duty of care to their employees, and this extends to their mental health.  Make sure you have explained to all staff the measures you are putting in place. Discuss with all staff any changes in place as part of these measures.  Because some staff may be particularly anxious about returning, you may need extra systems in place to support staff wellbeing | | | | | | | | Read about the: [extra mental health support for pupils and teachers](https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers), [Wellbeing for Education return programme](https://www.gov.uk/government/publications/wellbeing-for-education-return-grant-s31-grant-determination-letter)  [Education Support](https://www.educationsupport.org.uk/) provides a free helpline for school staff and targeted support for mental health and wellbeing | | | | |  | | |  | | | |  | | |
| Volunteers may be used to support the work of the school, as would usually be the case | | | | | | | | Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible. | | | | |  | | |  | | | |  | | |
| Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual | | | | | | | | Must wear mask AND visor and socially distance where possible. Groups, such as intervention groups, may have pupils consisting of pupils from different Class Bubbles, however, they must be socially distanced. | | | | |  | | |  | | | |  | | |
| Where it is necessary to use supply staff and peripatetic teachers, those individuals will be expected to comply with the school’s arrangements for managing and minimising risk, including taking particular care to minimise contact and maintain as much distance as possible from other staff | | | | | | | | Volunteers are to be assigned to a Class Bubble. Peripatetic teachers may have pupils consisting of pupils from different Class Bubbles, however, they must be socially distanced. | | | | |  | | |  | | | |  | | |
| Supply staff, volunteers and other temporary or peripatetic staff can move between schools. | | | | | | | | They should ensure they minimise contact and maintain as much distance as possible from other staff.  Such staff and visitors must follow your school’s arrangements for managing and minimising risk based on the [system of controls](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-coronavirus-covid-19-operational-guidance#system-of-controls). They should also have access to information on the safety arrangements and be provided with this as soon as possible after the booking.  This also applies to other temporary staff and volunteers working in schools such as:   * support staff working on a supply basis * peripatetic staff such as music tutors and sports coaches   those working in before and after school clubs | | | | |  | | |  | | | |  | | |
| **Site User Becoming Unwell** | | | | | | | | | | | | | | | | | | | | | | |
| If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow the guidance which sets out that they must self-isolate for at least 10 days and should [arrange to have a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) to see if they have coronavirus (COVID-19) | | | | | | | | Other members of their household (including any siblings) 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. If a member of the household starts to display symptoms while self-isolating they will need to restart the 10 day isolation period and book a test. | | | | |  | | |  | | | |  | | |
| If a pupil is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the Pupils and with appropriate adult supervision if required. A window should be opened for fresh air ventilation if it is safe to do so | | | | | | | | Pupils who need to be isolated are brought to the hall, which is very large and always ventilated, two external doors and high windows are always open, and this ensures we adhere to social distancing. Supervising staff wear full PPE. Any other activity taking place in the hall would vacate. The hall is near the main entrance of the school which helps swift collection. | | | | |  | | |  | | | |  | | |
| If the pupil needs to go to the toilet while waiting to be collected, they should use a separate toilet if possible. The toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else | | | | | | | | Y5&6 girls and boys toilets are located near to the hall. Toilets are cleaned if they are used by a pupil from another year group bubble. Cleaning products available in each classroom and shared space. | | | | |  | | |  | | | |  | | |
| PPE should be worn by staff caring for the pupil while they await collection if a distance of 2 metres cannot be maintained (such as for a very young pupil or a pupil with complex needs) | | | | | | | | See Inadequate Personal Protection & PPE section of this risk assessment. | | | | |  | | |  | | | |  | | |
| In non-residential schools, if a pupil displays coronavirus (COVID-19) symptoms, or has a positive test, while at their school they should avoid using public transport and, wherever possible, be collected by a member of their family or household | | | | | | | | All pupils will be collected by a member of their family or contact from the Emergency Contact list. | | | | |  | | |  | | | |  | | |
| In an emergency, call 999 if the pupil is seriously ill or injured or their life is at risk. | | | | | | | | Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital. | | | | |  | | |  | | | |  | | |
| 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:   * the symptomatic person subsequently tests positive * they develop symptoms themselves (in which case, they should self-isolate immediately and [arrange to have a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested)) * they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated) which is a legal obligation   they have tested positive from an LFD or PCR test as part of a community or worker programme. If an LFD test is taken first, and 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 | | | | | | | |  | | | | |  | | |  | | | |  | | |
| Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell | | | | | | | | Handwashing signs are displayed and hand soap and disposable paper towels are readily available. Routines for good hand hygiene and sanitising are fully established. | | | | |  | | |  | | | |  | | |
| The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people | | | | | | | | [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) | | | | |  | | |  | | | |  | | |
| **Site User Developing Symptoms** | | | | | | | | | | | | | | | | | | | | | | |
| Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to [book a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) if they are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit | | | | | | | | The advice service (or PHE local health protection team if escalated) will provide definitive advice on who must be sent home. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. | | | | |  | | |  | | | |  | | |
| School have received an initial supply of 10 PCR test kits before the start of the autumn term in 2020 and information about how to order to replenish this supply when they are running out | | | | | | | | You can replenish these kits when they run out by making an order through the online portal. You should call the Test and Trace helpdesk on 119 | | | | |  | | |  | | | |  | | |
| School determines how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils. | | | | | | | | The test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere.  These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. In particular, these tests kits will also help ensure that symptomatic staff can also get a test and if they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19). Further information is provided in our guidance [Coronavirus (COVID-19): test kits for schools and FE providers](https://www.gov.uk/government/publications/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers). | | | | |  | | |  | | | |  | | |
| The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines | | | | | | | | Parents and staff advised. | | | | |  | | |  | | | |  | | |
| It remains essential that anyone who gets a positive result from an LFD test self-isolates immediately, as must other members of their household, while they get a confirmatory PCR test | | | | | | | |  | | | | |  | | |  | | | |  | | |
| Whilst awaiting the confirmatory PCR result, pupils, students and staff and close contacts should continue to self-isolate | | | | | | | |  | | | | |  | | |  | | | |  | | |
| Those with symptoms are expected to order a test online or visit a test site to take a lab-based polymerase chain reaction (PCR) test to check if they have the virus | | | | | | | | A small supply of PCR tests are held by the Senior Administrator . | | | | |  | | |  | | | |  | | |
| Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace | | | | | | | | Parents advised, staff advised. Seating plans and registers kept to assist establishing close contacts. | | | | |  | | |  | | | |  | | |
| Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to [self-isolate](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection) if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) | | | | | | | | 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. | | | | |  | | |  | | | |  | | |
| Parents and staff are asked to inform the school immediately of the results of a test | | | | | | | | Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. | | | | |  | | |  | | | |  | | |
| If a member of the household starts to display symptoms while self-isolating they will need to restart the 10-day isolation period and book a test. | | | | | | | |  | | | | |  | | |  | | | |  | | |
| If anyone tests positive whilst not experiencing symptoms, but develops symptoms during the isolation period, they must restart the 10-day isolation period from the day they developed symptoms. | | | | | | | |  | | | | |  | | |  | | | |  | | |
| If someone with symptoms tests negative for coronavirus (COVID-19), then they need should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact | | | | | | | | 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. | | | | |  | | |  | | | |  | | |
| Someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period | | | | | | | | This is because they could still develop coronavirus (COVID-19) within the remaining days. | | | | |  | | |  | | | |  | | |
| If someone with symptoms tests positive, they should follow the [‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance) and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 10 days | | | | | | | |  | | | | |  | | |  | | | |  | | |
| Schools send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious | | | | | | | | Close contact can be anyone who:   * lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19) * has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with either a PCR test or LFD test (if a confirmatory PCR test is negative, provided it was taken within two days of the positive LFD, it overrides the lateral flow test and close contacts can stop self isolating): * 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   + been within 2 metres of someone for more than 15 minutes (either as a one-off contact or added up together over 1 day) * travelled in the same vehicle or a plane | | | | |  | | |  | | | |  | | |
| School must take swift action when they become aware that someone who has attended has tested positive for coronavirus and must contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority | | | | | | | | This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice. | | | | |  | | |  | | | |  | | |
| Public Health England has good evidence that routinely taking the temperature of pupils by the school is not recommended as this is an unreliable method for identifying coronavirus (COVID-19) so this does not take place | | | | | | | | Follow the [COVID-19: guidance for households with possible coronavirus infection guidance](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance) | | | | |  | | |  | | | |  | | |
| **Inadequate Hand Washing/Personal Hygiene** | | | | | | | | | | | | | | | | | | | | | | |
| Staff/pupils/cleaners/contractors etc. will be reminded to clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating | | | | | | | | Ensure that staff have sufficient time to wash their hands regularly, as frequently as pupils. | | | | |  | | |  | | | |  | | |
| Consideration given to how often pupils and staff will need to wash their hands and incorporated time for this is in timetables or lesson plans | | | | | | | | [Guidance on hand cleaning](https://www.gov.uk/guidance/coronavirus-covid-19-information-for-the-public)  Sanitiser available in every classroom and shared area. Routines for handwashing clearly embedded. | | | | |  | | |  | | | |  | | |
| Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff | | | | | | | |  | | | | |  | | |  | | | |  | | |
| Pupils who use saliva as a sensory stimulant or who struggle with ‘catch it, bin it, kill it’ may also need more opportunities to wash their hands and this has been considered | | | | | | | |  | | | | |  | | |  | | | |  | | |
| Help given to pupils with complex needs to clean their hands properly | | | | | | | |  | | | | |  | | |  | | | |  | | |
| Risk assessments for pupils with complex needs that may struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant, have been updated in order to support these pupils and the staff working with them | | | | | | | |  | | | | |  | | |  | | | |  | | |
| Hands are washed with liquid soap & water for a minimum of 20 seconds | | | | | | | | [Guidance on hand cleaning](https://www.gov.uk/guidance/coronavirus-covid-19-information-for-the-public) | | | | |  | | |  | | | |  | | |
| The school has considered whether they have enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly | | | | | | | | Sanitiser available in every classroom and shared area. | | | | |  | | |  | | | |  | | |
| Alcohol based hand cleansers/gels can only be used if soap and water are not available, but is not a substitute for hand washing. Such gels MUST ONLY BE USED UNDER CLOSE SUPERVISION. In normal circumstances pupils should not be using alcohol based hand cleansers because of the risk of ingestion | | | | | | | | Skin friendly cleaning wipes can be used as an alternative. | | | | |  | | |  | | | |  | | |
| School has embedded hand washing routines into school culture, supported by behaviour expectations to help ensure younger pupils and those with complex needs understand the need to follow them | | | | | | | | Routines for handwashing clearly embedded. | | | | |  | | |  | | | |  | | |
| The ‘catch it, bin it, kill it’ approach is very important and is promoted | | | | | | | |  | | | | |  | | |  | | | |  | | |
| Disposable tissues are available in each room for both staff and pupil use | | | | | | | | Stocks kept by the Site Manager | | | | |  | | |  | | | |  | | |
| Bins (ideally lidded pedal bins) for tissues are available in each room | | | | | | | | Lidded bins are in each classroom and shared area and regularly emptied. | | | | |  | | |  | | | |  | | |
| School has embedded the ‘catch it, bin it, kill it’ approach to ensure younger pupils and those with complex needs get this right, and that all pupils understand that this is now part of how the school operates | | | | | | | | The [e-bug](https://e-bug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus) website contains free resources for schools, including materials to encourage good  hand and respiratory hygiene. | | | | |  | | |  | | | |  | | |
| **Inadequate Personal Protection & PPE** | | | | | | | | | | | | | | | | | | | | | | |
| Adults (staff and visitors) in Primary schools DO wear face coverings in areas outside of the classroom | | | | | | | | Trust decision for adults to wear masks AND visors when another person is in the room and in all shared areas. | | | | |  | | |  | | | |  | | |
| Children in Primary schools do not need to wear a face covering | | | | | | | | Parents advised. | | | | |  | | |  | | | |  | | |
| In Secondary schools 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 | | | | | | | | Some individuals are exempt from wearing [face coverings](https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own). This applies to those who:   * people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability * where putting on, wearing or removing a face covering will cause you severe distress * if you are speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expressions to communicate * to avoid harm or injury, or the risk of harm or injury, to yourself or others ‒ including if it would negatively impact on your 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 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. | | | | |  | | |  | | | |  | | |
| In Secondary schools face coverings should be worn in classrooms or during activities where social distancing cannot be maintained  **These measures will be in place until 17th May when it will be reviewed** | | | | | | | | 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 | | | | |  | | |  | | | |  | | |
| Transparent face coverings can also be worn, but only to assist communication with someone who relies on lip reading, clear sound or facial expression to communicate | | | | | | | | These masks and visors are available, especially for staff in EYFS. | | | | |  | | |  | | | |  | | |
| 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 | | | | | | | | Visors may protect against droplet spread in specific circumstances but are unlikely to be effective in preventing aerosol transmission, and therefore in a school environment are unlikely to offer appropriate protection to the wearer. Visors should only be used by those exempt from wearing a face covering after carrying out a risk assessment for the specific situation and should always be cleaned appropriately | | | | |  | | |  | | | |  | | |
| Face coverings do not need to be worn by pupils when outdoors on the premises | | | | | | | |  | | | | |  | | |  | | | |  | | |
| Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places | | | | | | | |  | | | | |  | | |  | | | |  | | |
| Pupils are instructed to:  • not touch the front of their face covering during use or when removing it  • dispose of temporary face coverings in a ‘black bag’ waste bin (not recycling bin)  • place reusable face coverings in a plastic bag they can take home with them  • wash their hands again before heading to their classroom | | | | | | | |  | | | | |  | | |  | | | |  | | |
| Clear instructions are provided to staff and pupils on how to put on, remove, store and dispose of face coverings, to avoid inadvertently increasing the risks of transmission | | | | | | | | This procedure has been communicated clearly to all staff. | | | | |  | | |  | | | |  | | |
| Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use | | | | | | | | Staff training and guidance information given. | | | | |  | | |  | | | |  | | |
| Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully | | | | | | | | Staff to bring a spare face covering to wear if their face covering becomes damp during the day. | | | | |  | | |  | | | |  | | |
| Where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, the school has taken steps to have a small contingency supply available to meet such needs | | | | | | | | Supplies of disposable masks and visors are kept at the school office. | | | | |  | | |  | | | |  | | |
| School has a process for when face coverings are worn within the school and how they should be removed | | | | | | | | This procedure has been communicated clearly to staff, not applicable for pupils. | | | | |  | | |  | | | |  | | |
| Adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes | | | | | | | |  | | | | |  | | |  | | | |  | | |
| PPE will need to be worn by a member of staff if a pupil becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the pupil is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn | | | | | | | | [safe working in education, childcare and children’s social care](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care) | | | | |  | | |  | | | |  | | |
| PPE for coronavirus (COVID-19) is required when performing [aerosol generating procedures (AGPs)](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%23aerosol-generating-procedures-agps) | | | | | | | |  | | | | |  | | |  | | | |  | | |
| When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, is worn | | | | | | | |  | | | | |  | | |  | | | |  | | |
| **Visitors, Contractors & Spread of Coronavirus** | | | | | | | | | | | | | | | | | | | | | | |
| All visitors and contractors must make pre-arranged appointments or they will not be allowed on site | | | | | | | | Arrangements are in place to maintain social distancing for essential deliveries. All other non-essential visitors are sanctioned by the HoS. | | | | |  | | |  | | | |  | | |
| School ensures site guidance on physical distancing and hygiene is explained to visitors and contractors on or before arrival | | | | | | | | Arrangements are only made by HoS, SLT, Site Supervisor or Admin staff. | | | | |  | | |  | | | |  | | |
| Where visits can happen outside of school hours, they are arranged as such | | | | | | | | Wherever possible. | | | | |  | | |  | | | |  | | |
| Contractors to attend by agreement only after school have satisfied themselves that it is necessary for the visit to take place at that time and that all required controls are in place to allow the work to continue safely | | | | | | | | Arrangements are only made by HoS, SLT, Site Supervisor or Admin staff. | | | | |  | | |  | | | |  | | |
| Contractors to provide updated risk assessment prior to visit which includes their own controls round infection spread prevention | | | | | | | | Times of visits may need to be adapted to take in to account the ability to maintain appropriate social distancing measures and availability of resources to effectively clean following the visits. | | | | |  | | |  | | | |  | | |
| As normal, school engages with their local immunisation providers to provide immunisation programmes on site, ensuring these are delivered in keeping with the school’s control measures | | | | | | | | These programmes are essential for children’s health and wellbeing. | | | | |  | | |  | | | |  | | |
| A record is kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace. | | | | | | | | Refer to the Sign In App at the office. | | | | |  | | |  | | | |  | | |
| **Inadequate Ventilation** | | | | | | | | | | | | | | | | | | | | | | |
| Occupied spaces must always be well ventilated and a comfortable teaching environment maintained | | | | | | | | This can be achieved by a variety of measures including:  **mechanical ventilation systems** – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply). | | | | |  | | |  | | | |  | | |
| Ventilate spaces with outdoor air | | | | | | | | **Natural ventilation** – if necessary external opening doors may also be used provided this doesn’t compromise safeguarding measures. | | | | |  | | |  | | | |  | | |
| Where possible, occupied room windows should be open | | | | | | | | Classroom doors are not fire doors, so they must remain open when occupied. | | | | |  | | |  | | | |  | | |
| Switch air handling units with recirculation to 100% outdoor air where this is not possible, systems are operated as normal | | | | | | | | Further advice on this can be found in Health and Safety Executive guidance on [air conditioning and ventilation during the coronavirus outbreak](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm) and [CIBSE coronavirus (COVID-19) advice](https://www.cibse.org/coronavirus-covid-19/coronavirus,-sars-cov-2,-covid-19-and-hvac-systems). | | | | |  | | |  | | | |  | | |
| Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and assist with creating a throughput of air | | | | | | | | Fire doors must not be propped open unless they have a self-closing hold open device fitted. | | | | |  | | |  | | | |  | | |
| In cold weather where the school heating system is activated, windows are open to provide trickle ventilation rather than being fully open | | | | | | | | **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). | | | | |  | | |  | | | |  | | |
| Consideration given to opening high level windows in preference to low level to reduce draughts | | | | | | | | Including hall, dining hall, studio. | | | | |  | | |  | | | |  | | |
| Consideration given to only opening every other window instead of all windows when the heating is activated | | | | | | | |  | | | | |  | | |  | | | |  | | |
| The school offers flexibility to allow additional, suitable indoor clothing | | | | | | | | For more information see [School uniform](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#school-uniform). | | | | |  | | |  | | | |  | | |
| Furniture rearranged where possible to avoid direct drafts | | | | | | | | Unnecessary items have been removed to allow desks to be spaced out. | | | | |  | | |  | | | |  | | |
| Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces | | | | | | | |  | | | | |  | | |  | | | |  | | |
| When heating is activated and windows are on trickle vent, consideration is given to employing desk fans to move any stagnant pockets of air | | | | | | | | Desk fans are pointed away from people and pointed at walls etc. | | | | |  | | |  | | | |  | | |
| If school needs to use additional heaters they only use sealed, oil filled electric heaters | | | | | | | | Electric fan heaters used sparingly due to increased fire and electrical risk. | | | | |  | | |  | | | |  | | |
| **Arrangements for Boarding Schools During Pandemic** | | | | | | | | | | | | | | | | | | | | | | |
| Where pupils travel from abroad to attend a boarding school you will need to explain the rules to pupils and their parents before they travel to the UK | | | | | | | |  | | | | |  | | |  | | | |  | | |
| Anyone who is not a British or Irish national, or who does not have the right to reside in the UK, who has travelled from or through a ‘[red list](https://www.gov.uk/guidance/transport-measures-to-protect-the-uk-from-variant-strains-of-covid-19)’ country in the previous 10 days, is not permitted to enter the UK and should be told not to travel | | | | | | | | New guidance has been issued on the [quarantine arrangements for boarding school students travelling to attend a boarding school in England](https://www.gov.uk/government/publications/quarantine-arrangements-for-boarding-school-students-from-red-list-countries) who meet the UK entry requirements and have travelled from or through a ‘red list’ country in the previous 10 days | | | | |  | | |  | | | |  | | |
| Pupils travelling to England from other, non-red, list countries outside the common travel areas in the last 20 days will need to quarantine at their place of residence or other suitable place and purchase a home testing package, with coronavirus (COVID-19) tests to be taken on days 2 and 8 after arrival to support the UK’s genomic sequencing programme | | | | | | | |  | | | | |  | | |  | | | |  | | |
| Before travelling, everyone must:   * take a coronavirus (COVID-19) test and get a[negative result during the 3 days before you travel](https://www.gov.uk/guidance/coronavirus-covid-19-testing-for-people-travelling-to-england) * book and pay for a travel test package, which will include coronavirus (COVID-19) tests to be taken on day 2 and day 8 of your quarantine   complete a passenger locator form before arrival, with details of where you will quarantine when you arrive and the travel test package booking reference number | | | | | | | |  | | | | |  | | |  | | | |  | | |
| Where pupils travel from abroad to attend boarding schools, the school needs to plan for their collection and transfer from their point of arrival | | | | | | | | Schools need to have plans in place for the collection and transfer of these pupils to school, which need to be explained to pupils and their parents before they travel. Advice to help schools, pupils and parents is provided in [residential settings with international students guidance](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-for-boarding-schools-with-international-students/coronavirus-covid-19-guidance-for-residential-educational-settings-with-international-students-under-the-age-of-18) and in [how to self-isolate when traveling to the UK](https://www.gov.uk/government/publications/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk) guidance | | | | |  | | |  | | | |  | | |
| Where they have travelled from, or have stopped at, a country or territory that is not on the [travel corridors list](https://www.gov.uk/guidance/coronavirus-covid-19-travel-corridors), pupils will be required to self-isolate for 10 days from the day they leave a non-exempt country or territory to travel to the UK | | | | | | | | Where suitable, pupils can self-isolate at their boarding school | | | | |  | | |  | | | |  | | |
| Boarding pupils can be in one group residentially and another during the school day | | | | | | | |  | | | | |  | | |  | | | |  | | |
| It is accepted that boarding pupils will mix during sociable time | | | | | | | |  | | | | |  | | |  | | | |  | | |
| If a child in a boarding school shows symptoms, they should initially self-isolate in their residential setting household. Most children will benefit from self-isolating in their boarding house so that their usual support can continue. Others will benefit more from self-isolating in their family home | | | | | | | | [Guidance on isolation for residential educational settings.](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings) | | | | |  | | |  | | | |  | | |
| Boarding pupils should not use public transport if they are symptomatic | | | | | | | | If arranging their return to their family home to isolate, schools should follow advice on transport arrangements in the [safe working in education childcare and childrens social care settings](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)  guidance | | | | |  | | |  | | | |  | | |
| In the case of any localised outbreaks, we expect them to keep the residential provision open if at all possible | | | | | | | | Decisions will be made on a case-by-case basis.  They will need to remain open to those who:  -have particular needs that cannot be accommodated safely at home  -do not have suitable alternative accommodation | | | | |  | | |  | | | |  | | |
| School maintain safe staff ratios, particularly for those pupils or students whose needs mean that they are safer remaining in the setting than returning home | | | | | | | | Settings should prioritise staffing towards the most vulnerable pupils and students | | | | |  | | |  | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment | | | | | | | | | | | | | **Yes** | | | | | **No** | | | | |
| What is the level of risk for this activity/situation with existing control measures | | | | | | | | | | | | | **High** | | | **Med** | | | | **Low** | | |
| Is the risk adequately controlled with existing control measures | | | | | | | | | | | | | **Yes** | | | | **No** | | | | | |
| Have you identified any further control measures needed to control the risk and recorded them in the action plan | | | | | | | | | | | | | **Yes** | | | | **No** | | | | | |
| **ACTION PLAN** (insert additional rows if required) | | | | | | | | | **To be actioned by** | | | | | | | | | | | | | |
| Further control measures to reduce risks *so far as is reasonably practicable* | | | | | | | | | **Name** | | | | | **Date** | | | | | | | | |
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| State overall risk level assigned to the task **AFTER** implementation of control and action plan measures taken as a result of this risk assessment | | | | | | | | | | | | | **High** | | | **Med** | | | | **Low** | | |
| Is such a risk level deemed to be as low as reasonably practical? | | | | | | | | | | | | | **Yes** | | | | **No** | | | | | |
| Is activity still acceptable with this level of risk? | | | | | | | | | | | | | **Yes** | | | | **No** | | | | | |
| If no, has this been escalated to senior leadership team? | | | | | | | | | | | | | **Yes** | | | | **No** | | | | | |
| **Assessor(s):**  **Position(s):** | |  | | | | **Signature(s):** | | | | |  | | | | | | | | | | | |
| **Date:** | |  | | | | **Review Date:** | | | | |  | | | | | | | | | | | |
| **Distribution:** | | | | | | | | | | | | | | | | | | | | | | |
| Risk rating | | | Action | | | | | | | | | | | | | | | | |
| **HIGH** | | | **Urgently review/add controls & monitor, notify H&S Team (if Likely or Highly Likely – stop work, seek competent advice)** | | | | | | | | | | | | | | | | |
| **MEDIUM** | | | **Review/add controls (as far as reasonably practicable) & monitor** | | | | | | | | | | | | | | | | |
| **LOW** | | | **Monitor control measures** | | | | | | | | | | | | | | | | |

