

On the following pages, you will find an extensive risk assessment which will provide you with some of the tools to enable your school/setting to operate safely during periods of [National Lockdown](#). This (temporarily at least) replaces the existing Full Opening of Schools Risk Assessment. It should be read in conjunction with [Restricting attendance during the National Lockdown: Schools](#), [Education and childcare settings: National Lockdown](#), [Actions for Early years and childcare providers](#) and [Actions for Special schools and other specialist settings](#)

Schools must ensure that they implement sensible and proportionate control measures which follow the health and safety hierarchy of control to reduce the risk to the lowest reasonably practicable level. Essential measures include:

- a requirement that people who are ill stay at home;
- robust hand and respiratory hygiene;
- enhanced cleaning and ventilation arrangements;
- active engagement with NHS Test and Trace;
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable.

How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- grouping children together;
- avoiding contact between groups;
- arranging classrooms with forward facing desks;
- staff maintaining distance from pupils and other staff as much as possible.

Actions schools must take include:

Prevention:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school;
- 2) clean hands thoroughly more often than usual;
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach;
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach;
- 5) minimise contact between individuals and maintain social distancing wherever possible;
- 6) where necessary, wear appropriate personal protective equipment (PPE).
- 7) Always keeping occupied spaces well ventilated.

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

Response to any infection:

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

- 11) settings **MUST** notify Ofsted through the usual notification channels (via email of any confirmed cases of coronavirus (Covid-19) in the setting (either child or staff member), and if the setting is advised to close as a result. Refer to [‘tell Ofsted if you have a Covid-19 related incident’](#) guidance.

Numbers 7 to 9 must be followed in every case where they are relevant. Number 10 applies to **EYFS settings ONLY** including maintained schools, non-maintained schools, independent schools and those on the Early Years Register. Those settings with reception pupils only do not need to notify Ofsted.

Risk reduction measures should (as with all other risk assessments) be assessed in order of priority as set out below; schools should not simply adopt the easiest control measure to implement. Controls should be practical to be implemented and, ideally, should be able to be maintained easily over time. It is critical to remember that it will only rarely be feasible to eliminate individual risks completely.

- 1) **Elimination:** *stop an activity that is not considered essential if there are risks attached.*
- 2) **Substitution:** *replace the activity with another that reduces the risk. Care is required to avoid introducing new hazards due to the substitution.*
- 3) **Engineering controls:** *design measures that help control or mitigate risk.*
- 4) **Administrative controls:** *identify and implement the procedures to improve safety (for example, markings on the floor, signage).*
- 5) *Having gone through this process, PPE should be used in circumstances where the guidance says it is required.*

The control measures listed in the following risk assessment are a guide to help and support you. It is divided into 3 parts:

- **Part 1** – Staff and pupil management issues to support partial opening of the school
- **Part 2** - Premises and maintenance issues required prior to and during opening
- **Part 3** - Variations to practices and protective measures as a result of the National Restrictions to control the spread of coronavirus (COVID-19).

Partial Opening of Schools/Settings from February 2021 – Coronavirus (Covid-19) Pandemic Risk Assessment V16



Activity:	Risk Assessment for Schools/Settings during National Lockdown - Coronavirus (Covid-19) Pandemic			Location:	Fairfield Primary School
Assessor:	C.Steele	Ref No.:		Distribution:	Whole School Staff/Govs/Trustees
Date:	10/1/2021	Proposed Review Date:	Ongoing	Signed:	C.Steele
Individuals at Risk	All employees, pupils, visitors, contractors, members of the public, the people they live with and their other close contacts, in particular, vulnerable children (as classified by DfE or LA guidance or school), vulnerable adults, anyone who is Black, Asian, Minority Ethnic (BAME), young/ inexperienced workers, new/ expectant mothers, anyone experiencing ill-health or who has pre-existing medical conditions, and first aiders/nurses/intimate care providers.				
Risks	COVID-19 or the novel coronavirus (Covid-19) is a new, highly infectious and serious respiratory illness that can cause death, critical illness, and other serious and potentially long-term health complications we are still learning about. The virus can be transmitted by contact with a bodily fluid containing it, most commonly saliva droplets dispersed into the air (aerosols) through talking, coughing, sneezing, and the performance of some healthcare tasks, which are then breathed in by other people nearby or the droplets land on surfaces that others touch, getting into their body when they then touch their face, especially their own mouth, nose and eyes. This may lead to anxiety and other wellbeing issues amongst staff, pupils and parents. Risks arising from lack of building/equipment maintenance particularly during periods of partial or full closure. The ability to effectively implement fire and other emergency procedures may be compromised due to reduced staff numbers for example.				
During National Lockdown, colleges, primary (reception onwards) will remain open for face to face provision to vulnerable children and young people and the children of critical workers only All other children will learn remotely until at least February half term. Early years provision should continue to remain open and should continue to allow all children to attend full time or their usual timetable hours. This includes early years registered nurseries and childminders, maintained nursery schools, as well as nursery classes in schools and other pre-reception provision on school sites.					
At Fairfield, only vulnerable children and children of critical workers will attend on-site in all classes. This is due to a lack of space and resource to safely return all Nursery children into the setting inline with the risk assessments made.					
This Risk Assessment is divided into 2 distinct parts:					
<ul style="list-style-type: none">• Part 1 – Staff and pupil management issues to support full opening of the school;• Part 2 - Premises and maintenance issues required prior to and during partial opening (<i>although much of this will have been completed prior to partial opening in June</i>);).					

PART 1 – STAFF AND PUPIL MANAGEMENT ISSUES TO SUPPORT RE-OPENING OF THE SCHOOL/SETTING

Hazards & associated risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
Contact with individuals who are unwell	High	<input type="checkbox"/> Ensure that pupils, staff and other adults do not come into school if they have coronavirus (COVID-19) symptoms (a new continual cough, a temperature in excess of 37.8°C or a loss of, or change in their normal sense of taste or smell (anosmia)) or live in a household with someone who does or have tested positive in the last 10 days, and ensure anyone developing those symptoms during the school day is sent home (Stay at home guidance for households with possible Covid-19 infection). <input type="checkbox"/> If anyone in the school becomes unwell with coronavirus symptoms, they must be sent home and advised to follow the above Stay at home guidance , which sets out	Ensure all staff and parents are made aware. Public Health England has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19). Refer to ' List of essential workers for priority testing '	Med

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		<p>that they must self-isolate for that day and the following full 10 days and should arrange to have a test or the test date if they were asymptomatic but had a positive test (lateral flow device or polymerase chain reaction test). Other members of their household (including any siblings) should 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 10 full days.</p> <ul style="list-style-type: none"> <input type="checkbox"/> If someone in a child or staff member's support bubble is showing coronavirus symptoms, or otherwise self-isolating, everyone in that support bubble should stay home. If the child/staff member or a member of their support bubble is contacted as part of the NHS Test and Trace programme, the individual contacted should stay at home. If the individual becomes symptomatic, everyone in the support bubble should then isolate. <input type="checkbox"/> If a child is awaiting collection, they will be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally and if it is safe to do so, a window should be opened for ventilation. If it is not possible to isolate them, we will move them to an area which is at least 2 metres away from other people. <input type="checkbox"/> If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom will be cleaned and disinfected using standard cleaning products before use by anyone else. <input type="checkbox"/> If a child needs direct personal care until they can return home, a fluid-resistant surgical face mask will be worn by the supervising adult if a distance of 2m cannot be maintained. If contact with the child is necessary, then disposable gloves and a disposable apron will also be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, e.g. from coughing, spitting, or vomiting, then eye protection will also be worn. Refer to safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) <input type="checkbox"/> In an emergency, call 999 if someone is seriously ill, injured or their life is at risk. <input type="checkbox"/> Any member of staff who has provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test & Trace or the PHE advice service or they have tested positive from a LFD test as part of a community or worker programme. <input type="checkbox"/> 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. 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. Refer to COVID-19: cleaning of non-healthcare settings outside the home. 	<p>Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>School has developed a protocol to follow in the event of a child becoming symptomatic.</p> <p>Allocated room – Counselling/First Aid Room with external entry and exit.</p> <p>Allocated toilet – Accessible toilet</p> <p>A small supply of fluid-resistant surgical face masks have been purchased.</p> <p>Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>Parents and staff will be regularly reminded about the importance of children who are unwell/symptomatic staying at home and seeking advice.</p>	

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		<input type="checkbox"/> If a child starts displaying coronavirus symptoms while at their school or setting they must be sent home. We will contact the parent or carer who should make arrangements for the child or young person to journey home as soon as possible. They may walk or cycle if it is possible for them to do so and they are able to wear a face covering and keep a safe distance from others. They must not travel on public transport or in a taxi or private hire vehicle. In exceptional circumstances, where this is not possible, and the setting needs to take responsibility for transporting them home we will do one of the following: <ul style="list-style-type: none"> - use a vehicle with a bulkhead or partition; - the driver and passenger should maintain a distance of 2m from each other; - the driver should use PPE, and the passenger should wear a face mask if they are old enough and able to do so. 		
Poor response to an infection	High	<input type="checkbox"/> We will ensure all staff and parents understand the NHS Test and Trace process used to test symptomatic people (using a 'polymerase chain reaction (PCR) test'). <input type="checkbox"/> In addition to PCR testing, the use of rapid lateral flow tests allows the identification of some individuals with coronavirus who do not have symptoms. Lateral flow devices are being provided to all schools and colleges so we can offer the workforce (who are on-site) access to two tests every week. Testing is not mandatory for staff and they do not need to provide proof of a negative test result to attend school or college in person, although participation in testing is strongly encouraged. Secondary schools participating in the rapid asymptomatic testing programme will follow the Coronavirus (COVID-19) asymptomatic testing in schools and colleges guidance for handling any positive tests as a result of that programme. Primary schools will follow the Rapid asymptomatic coronavirus (COVID-19) testing for staff in primary schools, school-based nurseries and maintained nursery schools guidance. <input type="checkbox"/> We will ensure that staff and parents/carers understand that they will need to be ready and willing to: <ul style="list-style-type: none"> - book a PCR test if they or their child are displaying symptoms (or order via Tel No. 119). 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, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit; - provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (Covid-19) or if asked by NHS Test & Trace/Public Health; - self-isolate if they have been in close contact (within the previous 48 hours) with someone who develops coronavirus (Covid-19) symptoms or if anyone in their household develops symptoms of Covid-19, or if they are required to do so having recently travelled from certain other countries. ★ Secondary schools participating in the rapid asymptomatic testing should follow the Mass asymptomatic testing: schools and colleges guidance - refer to KAHSC Model Risk 	<p>Testing program deployed for staff. Testing on Sunday Evening and Wednesday Evening. Reporting structures in place.</p> <p>Cumbrian Schools: Telephone the Cumbria Covid-19 Call Centre if we have a positive case of coronavirus in school (staff or pupils). Do NOT give this Tel No. to parents/non-staff. Any queries about a suspected case to be emailed to: EducationIPC@cumbria.gov.uk (inbox monitored by CCC Public Health team Monday to Friday). Refer also to CCC Public Health COVID-19 flowchart for suspected or confirmed cases in schools</p> <p>Non Cumbrian Schools/any school: Contact the DfE Helpline: 0800 046 8687 & select Option 1 for advice on the action to take in response to a positive case. If, following triage, further expert advice is required the adviser will escalate the school's call to the local health protection team who will provide definitive advice on who must be sent home. <i>(Although available to any school, Cumbrian schools should call the Cumbria Call Centre [as above] initially, not the DfE)</i></p> <p>Report confirmed cases of COVID-19 through the online attendance form daily return and also continue to inform the LA of any confirmed cases (How to complete the educational setting status form).</p> <p>Order additional home test kits online 21 days after we receive a delivery confirmation email telling us that our previous supply of test kits has been sent. Kits will be supplied in boxes of 10, with one box provided per 1,000 pupils.</p>	Med

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		<p>Assessment for Lateral Flow Device (LFD) Serial testing in Secondary/Special Schools.</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will assist the Test and Trace service by keeping a temporary record of staff shift patterns for 21 days and assist NHS Test and Trace with requests for that data if needed. Refer to Maintaining records to support NHS Test & Trace. <input type="checkbox"/> Home test kits – see below. <input type="checkbox"/> We will ask parents and staff to inform us immediately of the results of a test and follow this guidance: <ul style="list-style-type: none"> - if a child or member of staff tests negative, then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. Other members of their household can stop self-isolating. 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 that contact. - if a child or member of staff with symptoms tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate for at least from the day of onset of their symptoms and for the following 10 full days and then return to school only if they do not have a temperature (a cough or anosmia can last for several weeks once the infection has gone). The period of isolations starts from the day they became symptomatic and the following 10 full days. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should all self-isolate starting from the day the individual’s symptoms started and the next 10 full days. - If a child or member of staff is not experiencing symptoms but has tested positive for Covid-19, they must self-isolate starting from the day the test was taken and the next 10 full days. If symptoms develop during this isolation period, then they must restart the 10 day isolation from the day symptoms developed. Others in the household must self-isolate for 10 days from the from the day after contact with the individual who tested positive. <input type="checkbox"/> At this stage, all those who have been in close contact (within the previous 48 hours) with the pupil or member of staff in their group or bubble will be asked to self-isolate for 10 days from the day after contact with the individual who tested positive. <input type="checkbox"/> If a further child who is self-isolating develops symptoms, they should be tested for Covid-19. If this result is positive, they will begin the 10 day isolation from the day they became ill. All those in the second child’s household will need to self-isolate for 10 days from the day after the onset of the symptoms. If the result is negative, the second child will continue with their 10 day isolation period as a result of being in contact with the first child. For further information see page 5. <p>Home Test Kits</p>	<p>If any individual with symptoms is believed to have contracted the Covid-19 virus ‘whilst at work’, the relevant information must be reported to the HSE under RIDDOR legislation.</p> <p>In the sad event of the death of a worker in children’s services from coronavirus (COVID-19) follow: Actions for employers and providers following a coronavirus (COVID-19) related death of a carer or colleague across children’s services</p> <p>Cumbrian Schools: Identifying siblings in other schools - As bubbles close, and members of the same family are affected, albeit attending different schools, this can pose a challenge for Head teachers where intelligence about incidents in siblings’ schools are not known about. To that end, the LA will share a summary of schools affected through our CASH or PHA representative, so we can have access to the most recent, live data in relation to incidents locally.</p>	

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		<ul style="list-style-type: none"> <input type="checkbox"/> All schools have been provided with a small number of home testing PCR kits. Kits are suitable for people of all ages. Kits should not be given directly to children - only to adults over the age of 18 or a child's parent or carer. Parents and carers will be required to administer the test to those under 11. <input type="checkbox"/> Full instructions on how to administer the test and what to do next are provided within each kit. Schools will not be expected to administer testing, and testing should not take place on site (with the exception of residential settings). <input type="checkbox"/> As with students, we may consider offering kits to members of staff who become symptomatic on site if we do not think that they will be able to access testing by the usual routes. <input type="checkbox"/> In addition, if a symptomatic staff member, who is currently self-isolating, cannot access testing quickly, we can consider offering them a test kit in order to allow them to return to work as quickly as possible if they test negative and have not been in close contact with a confirmed case. This approach should not be used for students, only for symptomatic staff members who are vital to the running of our educational setting. <input type="checkbox"/> Staff who develop symptoms should not enter the premises of their place of work under any circumstances, even to collect a test kit. Nor should they come into close physical contact (within 2m) with anyone outside their household. <input type="checkbox"/> We have discretion over how we deliver kits to symptomatic staff members, as long as this is done safely with due regard for the transmission risk. The symptomatic staff member, and all members of their household, must stay at least 2m away from other individuals at all times; e.g. <ul style="list-style-type: none"> - post the kit to the symptomatic staff member; - ask another member of staff to drop the kit through the letterbox of the symptomatic staff member's home address; - (for symptomatic staff with vehicle access) ask another member of staff to leave the test kit a safe distance from the symptomatic colleague's vehicle at an agreed time and location. That staff member should then withdraw to a safe distance (at least 2m away) whilst the symptomatic staff member exits their vehicle and retrieves the test kit. <input type="checkbox"/> Schools in particularly high risk areas may be eligible for an additional delivery of test kits. These will be allocated to schools by the DHSC based on the local prevalence of COVID-19. We will be emailed directly if we are eligible to receive these additional test kits. <input type="checkbox"/> Any additional kits allocated and provided in this way should be used in line with Test kits for schools at our discretion to minimise the impact of the virus on the education of our pupils. This includes ensuring access to testing for symptomatic staff who are vital to the running of our education setting. <p>NHS Test and Trace App</p>		

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		<ul style="list-style-type: none"> <input type="checkbox"/> The national NHS Test and Trace App is now available. All staff/volunteers and students aged 16 and over will be encouraged to download the app to their smartphones (available on the Google Play Store and Apple App Store). <input type="checkbox"/> The app will be used alongside traditional contact tracing to notify users if they come into contact with someone who later tests positive for coronavirus. <input type="checkbox"/> The app complements, rather than replaces, existing processes. <input type="checkbox"/> Refer also to 'Lettings' below. 		
There is a confirmed case of coronavirus amongst the school community	High	<ul style="list-style-type: none"> <input type="checkbox"/> We will take swift action when we become aware that someone who has attended has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of school. <input type="checkbox"/> The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. <input type="checkbox"/> The health protection team will work with us in this situation to guide us through the actions we need to take. Based on the advice from the health protection team, we must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious. <input type="checkbox"/> A close contact includes: <ul style="list-style-type: none"> - anyone who lives in the same household as someone with COVID-19 symptoms or who has tested positive COVID-19; - anyone who has had any of the following types of contact with someone who has tested positive for COVID-19 with a PCR or LFD test: <ul style="list-style-type: none"> • face-to-face contact including being coughed on or having a face-to-face conversation within 1m; • been within 1m for 1 minute or longer without face-to-face contact; • sexual contacts; • been within 2m 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. <input type="checkbox"/> The health protection team will provide definitive advice on who must be sent home. To support them, we will keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups. This will be a proportionate recording process - we do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome. <input type="checkbox"/> A template letter will be provided to us, on the advice of the health protection team, to send to parents and staff if needed. We will not share the names or details of people with coronavirus (COVID-19) with anyone except the public health authority for public health reasons e.g. to trace contacts and protect against the serious threat to public health. 	<p>Senior staff aware of contact numbers and protocol to follow in the event of a positive test case.</p> <p>The protocol for communicating and engaging with test and trace has been condensed into staff and parent guidance document.</p>	Med

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		<input type="checkbox"/> Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves the 10-days from the day after contact with the individual who tested positive they must follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ . They should get a test, and: <ul style="list-style-type: none"> - If someone who is self-isolating because they have been in close contact with someone who has tested positive for COVID-19 starts to feel unwell and gets a test for coronavirus themselves, and 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 the coronavirus (COVID-19) within the remaining days. - if the test result is positive, they should inform school immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms,, following ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ <input type="checkbox"/> We will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation. <input type="checkbox"/> Nurseries & Schools with Nursery Provision & those on the Early Years Register ONLY: We will notify Ofsted via email of any confirmed cases of coronavirus (Covid-19) in the setting (either child or staff member), and if the setting is advised by Public Health to close as a result (E: enquiries@ofsted.gov.uk).		
Poor containment of an outbreak by not following local health protection team advice	High	<input type="checkbox"/> If we have 2 or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we may have an outbreak, and will continue to work with the local health protection team who will advise if additional action is required. <input type="checkbox"/> In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If we implement the controls from this risk assessment, whole school closure based on cases within the school will not generally be necessary and should not be considered except on the advice of health protection teams. <input type="checkbox"/> In consultation with the local Director of Public Health, where an outbreak in our school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.		Med

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Clinically vulnerable or extremely clinically vulnerable persons returning to school	High	<p>Pupils entitled to attend</p> <p>Pupils who are clinically extremely vulnerable (CEV)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Most children originally identified as clinically extremely vulnerable no longer need to follow original shielding advice. Parents will be advised to speak to their child's GP or specialist clinician if they have not already done so, to understand whether their child should still be classed as clinically extremely vulnerable. <input type="checkbox"/> Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school or out of school settings. We will make appropriate arrangements to enable them to continue their education at home. Where a meeting with a GP or specialist clinician has not taken place, the public health advice is that the child is still clinically extremely vulnerable and should not attend the setting. In these situations, schools must offer clinically extremely vulnerable children access to remote education. <input type="checkbox"/> Children entitled to attend who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, can still attend school and out of school settings <input type="checkbox"/> However, in some exceptional circumstances, a family may decide that the health risks need to be balanced with the wider impact of the child or young person not attending their usual education setting and accessing the support that would normally be delivered through this placement. This may be based on the level of support that a child or young person needs, their ability to access remote education and additional services such as therapies, as well as the impact on wellbeing for the wider family of their child being at home full-time. In these circumstances, we will work with parents, health professionals and the LA to agree the best arrangement for that individual child or young person and their family to ensure that they continue to receive the support they need. <p>Pupils entitled to attend who are clinically vulnerable</p> <ul style="list-style-type: none"> <input type="checkbox"/> Children who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend school in line with current guidance. <input type="checkbox"/> Children who live with those who are clinically vulnerable can attend school unless advised otherwise by an individual letter from the NHS or a specialist doctor. <p>School workforce</p> <ul style="list-style-type: none"> <input type="checkbox"/> Under the national lockdown, the expectation is that everybody should work from home where possible. Where staff cannot reasonably work from home they can attend the school/setting (<i>although, see 'Extremely Clinically Vulnerable' below</i>). <input type="checkbox"/> Employers have now been given more discretion about where staff work. Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. Some roles, such as some administrative roles, may be conducive to home working, and school leaders will consider what is feasible and appropriate. 	<p>The small number of pupils who will remain on the clinically extremely vulnerable patient list can attend school, unless informed otherwise by their GP or a clinician, as can those who have family members who are CEV. Refer to RCPCH COVID-19 - 'shielding' guidance for children and young people</p> <p>Where children do not attend school as parents are following clinical &/or public health advice (self-isolation, family isolation, quarantine or the clinically extremely vulnerable during a future local lockdown), absence will not be penalised (record as Code 'X') – see Recording attendance in relation to Covid-19.</p> <p>We will provide equipment for people to work at home safely and effectively, for example, remote access to work systems. Only a small number of tasks are suitable for remote working at the current time but we will look to expand the list of tasks over the coming months.</p>	Med

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		<ul style="list-style-type: none"> <input type="checkbox"/> We will explain to staff the measures the school is putting in place to reduce risks. We anticipate adherence to the measures in this Risk Assessment will provide the necessary reassurance for staff to return to schools. <input type="checkbox"/> We will discuss any concerns individuals including those who may be clinically vulnerable, clinically extremely vulnerable or at increased comparative risk from coronavirus, may have around their particular circumstances, reassure staff about the protective measures in place and carry out a specific Individual Risk Assessment with them. <p><i>Staff who are extremely clinically vulnerable</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Those individuals who are clinically extremely vulnerable are advised to work from home and not to go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP and may have been advised to shield in the past. We will talk to these individuals about how they will be supported, including to work from home where possible. We will continue to pay clinically extremely vulnerable staff on their usual terms. <input type="checkbox"/> People who live with those who are clinically extremely vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor. <p><i>Staff who are clinically vulnerable</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend school if they cannot reasonably work from home in line with current guidance. <input type="checkbox"/> While in school they should follow the specific measures in this Risk Assessment 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 2m 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/adolescents. <input type="checkbox"/> People who live with those who are clinically vulnerable can attend school unless advised otherwise by an individual letter from the NHS or a specialist doctor. <p><i>Staff who are pregnant</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Pregnant women are in the 'clinically vulnerable' category, and are advised to follow the above advice, which applies to all staff in schools. Where reasonably possible, they should, as all other staff, work from home. <input type="checkbox"/> We will conduct a risk assessment for new and expectant mothers in line with the Management of Health and Safety at Work Regulations 1999 (MHSW). Any new risks identified as a result of Covid-19 must be included and managed as part of the general workplace risk assessment. Pregnant women of any gestation should not be required to continue working if this is not supported by the risk assessment. <input type="checkbox"/> The Royal College of Obstetrics and Gynaecology (RCOG) guidance includes advice for women from 28 weeks gestation or with underlying health conditions who may 	<p>Refer to COVID-19: review of disparities in risks and outcomes report and Schools and COVID-19: guidance for Black, Asian and minority ethnic (BAME) staff and their employers in school settings</p>	

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		<p>be at greater risk. We will follow this advice and continue to monitor for future updates to it.</p> <ul style="list-style-type: none"> <input type="checkbox"/> All pregnant women will be advised take particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace. <input type="checkbox"/> Employers should ensure pregnant women are able to adhere to any active national guidance on social distancing and/or advice for pregnant women considered to be clinically extremely vulnerable (this group may previously have been advised to shield). <p>Staff who may otherwise be at increased risk from coronavirus</p> <ul style="list-style-type: none"> <input type="checkbox"/> Those with particular characteristics such as those from the Black, Asian, Ethnic Minority community (BAME) who may be at comparatively increased risk from coronavirus (Covid-19) can return to school if they cannot reasonably work from home as long as the system of controls set out in this Risk Assessment are in place. <input type="checkbox"/> People who live with those who have comparatively increased risk from coronavirus (Covid-19) can attend school. 		
Inadequate hand and respiratory hygiene leading to spread of Covid-19 virus	High	<ul style="list-style-type: none"> <input type="checkbox"/> Everyone will be reminded to wash (or sanitise) their hands before leaving home, on arrival at school, on return from breaks, when they change rooms before and after handling cleaning chemicals, eating/drinking, using the toilet, sports activities, using public transport and after coughing or sneezing and not to touch face (eyes, mouth, nose) with hands that are not clean. <input type="checkbox"/> Wash with liquid soap & water for a minimum of 20 seconds (see hand wash guidance). Alcohol based hand cleansers/gels (containing at least 60% alcohol) can be used if soap and water are not available or practical. We will ensure there are sufficient hand washing or hand sanitiser 'stations' available throughout school for staff and pupils and at the main entrance and dining hall entrance. <input type="checkbox"/> We will ensure supervision of hand sanitiser use given the risks around ingestion. Small children and pupils with complex needs will continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative. <input type="checkbox"/> Hands must be dried properly to prevent infection and drying out. Pat dry rather than rub to avoid discomfort. Supplies of hand cream (aqueous cream or similar) will be made available to help prevent soreness. <input type="checkbox"/> Ensure suitable hand washing facilities are available including running water, liquid soap and paper towels or hand driers. 	<p>Ensure all attending understand how to wash hands correctly - Posters around the school as appropriate – Handwashing protocol distributed.</p> <p>Ensure all sinks have necessary stock & restock as necessary. HSE have issued guidance on Choosing the right hand sanitisers and surface disinfectants</p> <p>We will build these routines into school culture, supported by behaviour expectations and help ensure younger children and those with complex needs understand the need to follow them.</p> <p>Additional waste bins (lidded and foot operated where possible) may also be required in toilet areas where paper towels can be disposed of safely.</p> <p>We will ensure there are enough tissues and bins available in school to support pupils and staff to follow this routine</p>	Med

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		<ul style="list-style-type: none"> <input type="checkbox"/> Where in place, toilet lids should be closed prior to flushing and remain closed after use. Where not in place, staff and children will be instructed to move away from the toilet as soon as it has been flushed, more frequent cleaning of the toilets and most importantly, ensuring that strict hand hygiene measures are observed following every visit to the toilet. <input type="checkbox"/> Different groups do not need to be allocated their own toilet blocks, but toilets will be cleaned regularly and pupils encouraged to clean their hands thoroughly after using the toilet. <input type="checkbox"/> The 'catch it, bin it, kill it' approach will continue. Everyone will be reminded to sneeze into a tissue or sleeve NEVER into hands and to wash hands immediately after (as above). 'Catch it, bin it, kill it' posters to be displayed in relevant areas. <input type="checkbox"/> Used tissues will be put in a bin immediately - all waste bins to be lined – preferably double-lined and should be lidded and emptied regularly <input type="checkbox"/> As with hand cleaning, we will ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. <input type="checkbox"/> Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. This will be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face to face education. Protocols in place for the changing of children and appropriate PPE available to use. <input type="checkbox"/> Where it is necessary for first aid to be administered in close proximity, treating any casualty properly should be the first concern. Those administering it should pay particular attention to sanitation measures immediately afterwards, including washing hands. 	<p>Songs and rhymes will be used to encourage hand washing in early years</p> <p>e-Bug has produced a series of helpful coronavirus posters (or others you think are suitable) for display in every classroom to be used, at the main entrance or front office, in places visible to those at the school gate if possible, in the staffroom and in all toilets.:</p> <ul style="list-style-type: none"> - Horrid hands - Super sneezes - Hand hygiene - Respiratory hygiene - Microbe mania <p>Additional resources for EYFS: PACEY: supporting children in your setting, Dr Dog explains coronavirus, 2 metres apart activity, Our hand washing song and Bright Horizons: Talking to Children about COVID-19</p> <p>We have a dedicated page on our website for parent information. This includes the risk assessment, government guidance and the most recent communications re COVID-19. It also contains handwashing advice and we will encourage parents to support their children in learning about hand and respiratory hygiene.</p>	
Inadequate personal protection & PPE & spread of Covid-19 virus	High	<ul style="list-style-type: none"> <input type="checkbox"/> We will review tasks in school which require PPE like first aid, intimate care, cleaning, food preparation etc. and identify where we need extra equipment (like visors where splashing to the eyes is a new significant risk) or more of it (because we change it more often) and we used Covid-19: Personal Protective Equipment (PPE) to help us decide. Where PPE is required, staff will be trained in and must scrupulously follow the guidance how to put PPE on and take it off safely to reduce cross and self-contamination. <input type="checkbox"/> The majority of staff will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: <ul style="list-style-type: none"> - where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at school, and only then if a distance of 2m 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 – disposable apron and disposable gloves. <input type="checkbox"/> Removal, cleaning and disposal – as in the cleaning section above. 	<p>Ensure adequate bins (lidded and foot operated where possible) and tissues are made available. Ensure school has a stock of rubber gloves and if needed, disposable gloves/aprons/facemasks.</p> <p>Signage as appropriate.</p> <p>Guidance offered to staff regarding use of PPE (nappy changing, close proximity first aid, dealing with sick child) and PPE available to staff where required.</p>	Med

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		<ul style="list-style-type: none"> <input type="checkbox"/> When changing children, and where the child can understand, ask the child to turn their head to the side during the changing process. A displayed poster which the children can describe may assist with this. <input type="checkbox"/> For further information on the use of PPE for supervising a child who has become unwell see section on 'Contact with individuals who are unwell' - page 2 above. <input type="checkbox"/> Staff dealing with children with complex medical needs have an increased risk of transmission through aerosols being transferred from the child to the care giver. Staff performing tracheostomy care and other similar procedures will follow the Public Health advice and refer to the DfE guidance Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) which specifically covers Aerosol generating procedures (AGPs), and wear the correct PPE which is: <ul style="list-style-type: none"> - a FFP2/3 respirator (which must be fit-tested) - gloves - a long-sleeved fluid repellent gown - eye protection <input type="checkbox"/> If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as spitting), they will continue to receive care in the same way, including any existing routine use of PPE. <p>Face Coverings</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Government is not recommending universal use of face coverings in all schools. Face coverings will not be necessary in the classroom even where social distancing is not possible. <input type="checkbox"/> Face visors or shields should also not routinely be worn as an alternative to face coverings. They 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. <p>[Primary Schools/Nurseries]:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In primary schools where social distancing is not possible in indoor areas outside of classrooms between members of staff or visitors, e.g. in corridors, staffrooms, meetings etc., Head teachers have the discretion to decide whether to ask staff or visitors to wear or agree to them wearing face coverings in these circumstances. <input type="checkbox"/> Primary school children will not need to wear a face covering. <input type="checkbox"/> Throughout the lockdown period, all adults on school premises (at drop off and pick up times) have been advised to wear a face covering. <input type="checkbox"/> If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as spitting), they will continue to receive care in the same way, including any existing routine use of PPE. <input type="checkbox"/> It is vital that that face coverings are worn correctly so clear instructions will be provided to staff, and where appropriate, children and young people on how to put on, remove, store and dispose of face coverings (Face coverings: when to wear one 	<p>Further advice on dealing with AGPs is available in the KAHSC Addendum to the First Aid Procedures/Supporting Pupils with Medical Conditions Policy</p> <p>Refer to HSE Face Fit Testing Guidance</p> <p>The decision to advise facecoverings will be made on a case-by-case basis depending on the situation and the associated factors.</p> <p>Refer to: Face coverings in Education</p> <p>Some individuals are exempt from wearing face coverings (Face coverings: when to wear one and how to make your own) e.g. people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability, or if you are speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expression to communicate. The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.</p> <p>All staff now issued with a face shield and should wear when working within close proximity of children.</p> <p>Staff advised to wear shields/face-coverings when in communal areas of the school.</p> <p>Teaching rooms in Year 2 – 6 given clearly marked teaching zones (taped area) and teacher advised to stay in zone as much as possible.</p>	

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		<p>and how to make your own) in all of the circumstances above, to avoid inadvertently increasing the risks of transmission.</p> <ul style="list-style-type: none"> - cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them between use; - instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom/workplace; - where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully. <p><input type="checkbox"/> Staff, and where appropriate, children should have access to their own face coverings, however, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, we will take steps to have a small contingency supply available to meet such needs.</p> <p><input type="checkbox"/> Public Health England does not currently recommend the use of face coverings in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education.</p> <p><input type="checkbox"/> In line with Coronavirus Covid-19 safer travel guidance for passengers it is mandatory to wear a face covering if you need to use public transport or when attending a hospital as a visitor or outpatient. Note: children aged 3 to 10 years are exempt from the mandatory requirement to wear a face covering on public transport. KAHSC would, however, consider this to be best practice where the child understands how to wear a mask properly. It is important to use face coverings properly (How to wear & make a cloth face covering) and wash your hands before putting them on and after taking them off.</p> <p><input type="checkbox"/> Responsible adults or carers travelling with children on public transport must follow this guidance, wear face coverings, minimise the surfaces they touch and maintain their distance from others, where possible.</p> <p><input type="checkbox"/> Children under the age of 3 should not wear face coverings.</p>		
Failure to adequately identify vulnerable pupils/ safeguarding	High	<p><input type="checkbox"/> We will continue to have regard to statutory guidance Keeping Children Safe in Education.</p> <p><input type="checkbox"/> We will review/update our child protection policy and addendum (led by the DSL) to reflect the move to remote education for most pupils.</p> <p><input type="checkbox"/> There is no change to local multi-agency safeguarding arrangements, which remain the responsibility of the three safeguarding partners (local authorities, clinical commissioning groups and chief officers of police). All local safeguarding partners will remain vigilant and responsive to all safeguarding threats and ensure vulnerable children and young persons are safe – particularly as more children and young people will be learning remotely.</p>	Refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance . Refer to the model ' Covid-19 Addendum to the Child Protection Policy ' on the KAHSC website.	Med

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		<ul style="list-style-type: none"> <input type="checkbox"/> We will identify all those children whom we believe to be vulnerable in addition to those classed as vulnerable under current DfE guidance. This will include children on the edge of receiving support from children's social care, adopted children, those at risk of becoming NEET, those living in temporary accommodation and those who are young carers. <input type="checkbox"/> We will take the opportunity to contact all parents to confirm correct emergency numbers and ask for additional emergency contacts where these are available. <input type="checkbox"/> The DSL/senior manager will keep under review their list of vulnerable children who should be attending the provision so that they can be appropriately monitored. <input type="checkbox"/> We will strongly encourage vulnerable children and young people to attend. Parents/carers of vulnerable children and young people will be strongly encouraged to take up the place. In particular, children with a social worker are expected to attend provision (subject to public health advice), given their safeguarding and welfare needs. <input type="checkbox"/> Where vulnerable children do not attend, we will work together with the LA/social worker to explore the reasons for absence, discussing their concerns using supporting guidance considering the child's circumstances and their best interests. <input type="checkbox"/> We will work with the LA 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. <input type="checkbox"/> Where a parent or carer of a vulnerable child wishes for their child to be absent, we will authorise the absence during this national lockdown period. Absence will not be penalised. <input type="checkbox"/> Where we grant a leave of absence to a vulnerable child or young person we will still speak to parents and carers, and social workers (where applicable) to explore the reasons for this and any concerns raised - particularly important for children with a social worker. The discussions should focus on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home. This situation will be kept under review and informed by any changes to the child's welfare. Where a vulnerable child or young person is not attending, we will have in place procedures to maintain contact, ensure they are able to access remote education support and regularly check if they are going so. <input type="checkbox"/> Where we have had to temporarily stop on-site provision on public health advice, we will inform the LA to discuss alternative arrangements for vulnerable children and young people and work towards welcoming back pupils as soon as possible, where feasible to do so. <input type="checkbox"/> Vulnerable children and young people who have not attended their setting following the introduction of national restrictions can revisit that decision at any point in time and parents, carers and young people can talk to us and social worker (if they have one) if they wish to do so. We will also continue to encourage vulnerable children to 		

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		<p>attend and review whether there are other children and young people who might be newly vulnerable and benefit from on-site attendance.</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will work collaboratively with other schools and education providers and other local partners (including LA, social workers, police, youth services, key workers etc.) to maximise opportunities for face-to-face provision for vulnerable children. <input type="checkbox"/> The DSL (and deputies) will be provided with more time to help provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. <ul style="list-style-type: none"> <input type="checkbox"/> Designated safeguarding leads will be best placed to co-ordinate multi-agency working within a school, including communication with school nurses. 		
Inappropriate arrangements for opening the school to pupil groups	High	<p>Minimise contact between individuals and maintain social distancing wherever possible</p> <ul style="list-style-type: none"> <input type="checkbox"/> The school will operate on a 'group' system – Up to 12 pupils per group. <input type="checkbox"/> Each class in KS2 will operate as an individual group. <input type="checkbox"/> Classes will avoid sharing equipment and will not be taught in the same spaces. <input type="checkbox"/> For younger children, those with complex needs the emphasis will be on separating groups, and for older children it will be on distancing. Children old enough will be supported to maintain distance and not touch staff where possible. <input type="checkbox"/> All children will be encouraged to keep their distance within groups although it is acceptable for younger children not to distance within their group. <input type="checkbox"/> We will try to keep children in their class groups for the majority of the classroom time but may also need to allow mixing into wider groups for specialist teaching, wraparound care and transport. We will endeavour to keep these groups at least partially separate and minimise contacts between children. <input type="checkbox"/> All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where 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. This is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer. <p>Measures within the classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff must maintain distance from pupils, staying at the front of the class, and away from colleagues where possible. Ideally, adults should maintain 2m distance from each other, and from children, although this will not always be possible with younger children. <input type="checkbox"/> Avoid close face to face contact and minimise time spent within 1m of anyone. This will not be possible when working with pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal. 	<p>Individuals displaying symptoms of COVID-19 should follow the government guidance COVID-19: guidance for households with possible coronavirus infection)</p> <p>Provide ongoing health and safety information not only to staff through induction, training and regular updates/reminders but also for children and young people and parents/carers where applicable. Induction checklist/staff handbook or code of conduct to be updated in line with COVID-19 risk assessment and information for parents displayed on the school website. HSE: Staying Covid-19 Secure poster to be displayed. Consideration must be given to ensuring our plans are communicated to those parents who have English as an additional language and parents of vulnerable children including young carers.</p> <p>Parents will be reminded of the complaints Policy which currently sets out how low level concerns will be resolved.</p> <p>PPA cover has been adapted to reduce the number of crossovers occurring.</p>	Med

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		<ul style="list-style-type: none"> <input type="checkbox"/> Children old enough, will be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs. <input type="checkbox"/> When staff or children cannot maintain distancing, particularly with younger children in primary schools, we will reduce risks by keeping pupils in the smaller, class-sized groups described above. <input type="checkbox"/> We will endeavour to make small adaptations to the classroom to support distancing where possible e.g. seating pupils side by side and facing forwards, rather than face to face or side on, and moving unnecessary furniture out of classrooms to make more space. <input type="checkbox"/> Spaces used will be well ventilated using natural ventilation where possible. Maximise ventilation by opening windows and propping open doors (bearing in mind safeguarding in particular). <input type="checkbox"/> Doors may be held open to avoid them being touched by those coming and going from the classroom. This will also aid ventilation. This is only permitted where the room is occupied and doors must be closed once the group has left the room. At the end of the day, all doors to all rooms must be closed for fire purposes. <input type="checkbox"/> Wherever possible pupils will use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. Consideration will be given to seating the pupils at the same desk each day where possible. <input type="checkbox"/> Pupils and staff will be asked to bring in their own water bottles. Water drinking stations and water fountains will be temporarily taken out of use unless it can be guaranteed that the drinking station will be appropriately sanitised between each cohort use. Staff may fill their bottles from the staffroom (observing social distancing) and must clean areas touched after each use. Pupils may use taps in the classroom which will be disinfected after use by each cohort. <input type="checkbox"/> We will take steps to limit the use of single-use plastic water bottles. <input type="checkbox"/> Sand and water trays to be only used by one group and not shared. Malleable resources such as play dough to be only used by one group and not shared. <input type="checkbox"/> In order to facilitate cleaning, remove unnecessary items from learning environments where there is space to store them elsewhere. Public health advice is to remove all soft toys and toys with intricate parts to be only used by one group and not shared. Consideration will also be given to reducing soft furnishings such as pillows, beanbags and rugs where possible. They will not be shared across groups. <input type="checkbox"/> Dressing up clothing and other fabric items can be used if used only by 1 group. 3 day removal for a transfer to other groups. <input type="checkbox"/> Where possible (weather permitting) children will make use of outdoor spaces and outdoor equipment. Only one group at a time may use play equipment externally. Again equipment will be kept to a minimum and disinfected with spray after use by each cohort or reserved for one class/group. <input type="checkbox"/> Where possible, external doors from classrooms will be used to access outside areas thus reducing the need to use internal areas. 	<p>Staff protocol guide produced and shared.</p> <p>Full consultation on risk assessment and guidance document.</p> <p>Breaktime and lunchtime timing and zoning plan designed and shared with staff. Monitoring to take place over initial launch and tweaks will be made.</p> <p>Orian have extended their lunch service timings.</p> <p>A cleaning log will be displayed in each classroom and staff will not the date/time and initial of the last time high contact areas were sanitised. These will be checked weekly by members of SLT.</p>	

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		<ul style="list-style-type: none"> <input type="checkbox"/> Wooden equipment will be taken out of use or used intermittently – every 3 days – to reduce the risk of cross contamination or reserved for one class/group. <input type="checkbox"/> IT suites can be used by pupils. Disinfection of workstations, keyboard and mouse after each class/bubble use will be necessary. Communal headphones will not be used. <input type="checkbox"/> Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children in one day, or properly cleaned between groups. <p>Measures for break and lunchtimes</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will stagger pupil break and lunch times (and time for cleaning surfaces in the dining hall between groups). Where dining halls are used, social distancing will be considered and no mixing of groups must take place. <input type="checkbox"/> Separate dining areas within the hall will be assigned for each group and queueing will be kept to a minimum with floor markings designating social distancing. <input type="checkbox"/> Seating plans will be in place in the dining areas at KS2. <input type="checkbox"/> Where pupil numbers do not allow for each group to use the dining facilities, lunches may be served which are ‘take-away’ to be eaten elsewhere in the school to reduce the need for groups to mix or delivered to each classroom to be eaten at pupil desks. – Year 6 and one year 5 class to eat in classroom. <input type="checkbox"/> Lunches will be ordered in advance (by staff and pupils). Alternatively, pupils may bring their own packed lunch. <input type="checkbox"/> Playgrounds will be divided to minimise mixing between groups where possible - where there is more than one group using the outdoor space, the space will be zoned so that groups are kept apart. <input type="checkbox"/> Shared staff spaces will be set up to help staff to distance from each other. Use of staff rooms will be minimised, although staff must still have a break of a reasonable length during the day. Staff breaks have been staggered in line with their group lunchtime. <input type="checkbox"/> Use safe outdoor areas for staff breaks. <input type="checkbox"/> The staff rooms have been reconfigured to allow for social distancing and now have reduced capacity. <input type="checkbox"/> Encourage staff to remain on-site at lunch time and, when not possible, maintaining social distancing while off-site. <input type="checkbox"/> For ‘catering activities and school meal provision, refer to the separate model COVID-19: Risk assessment for School Catering Operations on the KAHSC website. <input type="checkbox"/> During the national lockdown, we will continue to provide meal options for all pupils who are in school. Meals will be available free of charge to all infant pupils and pupils who are eligible for benefits-related free school meals who are in school. <input type="checkbox"/> We will also continue to provide free school meal support to pupils who are eligible for benefits related free school meals and who are not attending school. . <p>Measures elsewhere</p>		

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		<ul style="list-style-type: none"> <input type="checkbox"/> Groups will be kept apart – we will avoid large gatherings such as assemblies or collective worship with more than one group. <input type="checkbox"/> There may be an additional risk of infection when singing, chanting, playing wind or brass instruments or shouting even if individuals are at a distance. We will consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies. <input type="checkbox"/> When timetabling, groups will be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, we will avoid creating busy corridors, entrances and exits. <input type="checkbox"/> To reduce movement around the building, wherever possible, groups/classes will remain in the same classroom(s) as much as possible with teachers moving between classes rather than pupils. <input type="checkbox"/> Where considered wide enough to do so, corridors will be marked with tape to provide for a one-way system. <input type="checkbox"/> Floor marking tape will also be used where queues may develop. <input type="checkbox"/> Lockers will be brought back into use but not shared unless by pupils in the same group. <input type="checkbox"/> Normal shielding will be used for reception staff – where this is not in place, staff have been asked to not enter the reception office space. <input type="checkbox"/> Maintain social distancing between people who work in one place such as office or reception staff. <input type="checkbox"/> Office staff to work in separate offices where possible. <input type="checkbox"/> Desks/workstations should allow staff to maintain social distancing wherever possible. <input type="checkbox"/> If it is not possible to keep workstations 2m (or 1m with risk mitigation where 2m is not viable, is acceptable) apart, take all mitigating actions possible to reduce the risk of transmission: <input type="checkbox"/> review layouts and processes to allow staff to work further apart from each other; <input type="checkbox"/> use floor tape or paint to mark areas to help workers keep to a 2m (or 1m with risk mitigation where 2m is not viable, is acceptable) distance; <input type="checkbox"/> only where it is not possible to move workstations further apart, arrange people to work side by side or facing away from each other rather than face-to-face; <input type="checkbox"/> only where it is not possible to move workstations further apart, use screens to separate people from each other; <input type="checkbox"/> use a consistent pairing system if workers have to be in close proximity; <input type="checkbox"/> manage occupancy levels to enable social distancing; <input type="checkbox"/> workstations have been assigned to individual. If they need to be shared, they should be shared by the smallest possible number of people and establish cleaning rules after each use of another's workstation; 	<p>The Current PPA room does not allow for social distancing if more than one adult is using it. The admin team will have priority use of the PPA room and we will advise teaching staff that only 1 user can be in there at any one time.</p>	

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		<ul style="list-style-type: none"> <input type="checkbox"/> Keep distance between individuals when speaking or sharing a room, regularly wash hands and sanitise surfaces when the individual leaves including telephones, keyboards/mice etc. <input type="checkbox"/> Staff to observe social distancing when using communal equipment such as photocopiers – key pads etc. on copying machines to be wiped with anti-viral wipes after each use OR allow one person only to carry out all photocopying (pupils NOT to use copiers). <input type="checkbox"/> Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day where different staff/visitors are entering or leaving the school. <input type="checkbox"/> Plan work to minimise contact between staff and avoid skin-to-skin and face-to-face contact. Where possible, staff working together (such as site teams for example) should work side by side or facing away from each other as opposed to face to face. Where face-to-face contact is essential, this must be kept to a minimum. Consideration will be given to wearing face coverings in this situation. <input type="checkbox"/> As much as possible, keep groups of staff working together in teams that are as small as possible (cohorting). <input type="checkbox"/> Staff must sanitise their hands before and after signing in if they do not have their own pen. <input type="checkbox"/> Reduce transmission through contact with objects that come into school such as post and deliveries and limit those accepting and putting away deliveries. <input type="checkbox"/> Implement cleaning procedures for goods and merchandise entering the site. <input type="checkbox"/> Encourage increased handwashing and introducing more handwashing facilities for staff handling goods and merchandise or providing hand sanitiser where this is not practical. <input type="checkbox"/> Restrict non-business deliveries, e.g. personal deliveries to workers. <input type="checkbox"/> Revise pick-up and drop-off collection points, procedures, signage and markings. <input type="checkbox"/> Consider methods to reduce frequency of deliveries, e.g. by ordering larger quantities less often. <input type="checkbox"/> Minimise contact during payments and exchange of documentation, for example, by using electronic payment methods and electronically signed and exchanged documents. <p>Measures for arriving at and leaving school</p> <ul style="list-style-type: none"> <input type="checkbox"/> Under no circumstances must anyone displaying symptoms of COVID-19 attempt to enter the school site. This information will be included in the letter to parents, suppliers and contractors prior to the school opening. Notice to be displayed on the main school entrance door. <input type="checkbox"/> We will encourage parents and pupils to walk or cycle to school where possible. <input type="checkbox"/> Arrival and finish times will be staggered to keep groups apart as they arrive and leave school (without reducing the amount of overall teaching time) and parents/carers informed of their allotted start/finish time and the days/hours their child should attend school. <input type="checkbox"/> Check details of who is eligible to drop off/collect children – they may be different. 	<p>Arrows can be used to indicate left and right. Different coloured tape can be used for up and down on the top and bottom few steps.</p>	

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		<ul style="list-style-type: none"> <input type="checkbox"/> Parents will be advised that only one parent should bring the child/ren to school where children cannot attend unaccompanied. Parents of unaccompanied children will be informed of the entrance their child must use. <input type="checkbox"/> Parents will be informed and, if necessary, regularly reminded that they must maintain social distancing from the next adult or child at all times when bringing their child to or collecting them from school. <input type="checkbox"/> Children will have a designated drop off/pick up zone. <input type="checkbox"/> Children will be collected from the school entrance gate by staff at the beginning of their allotted session. Parents will then be advised to leave site immediately. Parents may only enter the site with agreement by the Head teacher and appointments must be made prior to the visit. Parents may, however, telephone the school at any time should they have any concerns or issues of which the school need to be informed. <input type="checkbox"/> At the end of the allotted session, parents may collect their children from the same entrance area where they will be supervised by staff. <input type="checkbox"/> Where possible, once the cohort of pupils has arrived, they will enter the school via an external door straight into the class where they will be based for the session. <input type="checkbox"/> Guidance on the safe use of face coverings will be distributed to the staff. <input type="checkbox"/> Throughout the lockdown period, all adults on school premises (at drop off and pick up times) have been advised to wear a face covering. <p>Transport</p> <p><u>Dedicated school transport, including statutory provision</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> All are advised to adopt a social distance of 2m from people outside their household or support bubble, or a '1m plus' approach where this is not possible (refer to Coronavirus (COVID-19): safer travel guidance for passengers). <input type="checkbox"/> Make an assessment of: <ul style="list-style-type: none"> <input type="checkbox"/> how pupils are grouped together on transport, where possible this should reflect the groups that are adopted within school; <input type="checkbox"/> use of hand sanitiser upon boarding and/or disembarking; <input type="checkbox"/> additional cleaning of vehicles; <input type="checkbox"/> organised queuing and boarding where possible; <input type="checkbox"/> distancing within vehicles wherever possible; <input type="checkbox"/> the use of face coverings for children aged 11 and over, where appropriate, e.g. if they are likely to come into very close contact with people outside of their group or who they do not normally meet. <input type="checkbox"/> Ensure that a clear message is given to pupils about their general socialising behaviour beyond the school gates i.e. not congregating in large groups etc. <p><u>Wider public transport</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The use of public transport, particularly in peak times, should be kept to an absolute minimum. 	<p>A full staggered start and finish plan for groups has been designed and shared. This will be monitored over the initial launch and parents will be sent reminders about punctuality, distancing and ensuring only 1 parent attends.</p>	

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		<ul style="list-style-type: none"> <input type="checkbox"/> We will work with partners to consider staggered start times to enable more journeys to take place outside of peak hours where possible. <input type="checkbox"/> We will encourage parents, staff and pupils to walk or cycle to school if at all possible. We will consider using 'walking buses' (a supervised group of children being walked to, or from, school), or work with the LA to promote safe cycling routes. Driving children to school will also be an option. Refer to Coronavirus (COVID-19): safer travel guidance for passengers <input type="checkbox"/> Pupils using public transport unaccompanied will be reminded that all passengers must wear a face covering. Children aged 3 to 10 years are exempt from the mandatory requirement to wear a face covering on public transport. <i>KAHSC would, however, consider this to be best practice where the child understands how to wear a mask properly.</i> <input type="checkbox"/> Car sharing to and from work/school is not currently advised unless the individuals are from the same household (or support bubble). The 'Rule of 6' applies to public transport, taxis and private hire vehicles and private vehicles (see: Coronavirus (COVID-19): Meeting with others safely (social distancing)). <input type="checkbox"/> Ensure that a clear message is given to pupils about their general socialising behaviour beyond the school gates i.e. not congregating in large groups etc. <p>Other considerations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils with SEND will receive specific help and preparation for the changes to routine that this will involve, so teachers and SENCo's will plan to meet these needs, e.g. using social stories. <input type="checkbox"/> It is vital that all children with SEND attend their education setting so that they can receive high quality teaching and specialist professional care. All therapies and support that would normally be in place for children with EHC plans should now be back in place, and the Government focus is on supporting LA's, health commissioning bodies and education settings to restore full provision for all children and young people with EHC plans <input type="checkbox"/> Schools, local authorities, health professionals, regional schools commissioners and other services should 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. <input type="checkbox"/> Supply teachers, peripatetic teachers and/or other temporary staff along with specialists, therapists, clinicians and other support staff for pupils with SEND can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. <input type="checkbox"/> Where a child routinely attends more than one setting on a part time basis, e.g. because they are dual registered at a mainstream school and an alternative provision setting or special school, we will work through the system of controls 	Classes have different allocated entrances.	

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		<p>collaboratively, enabling us to address any risks identified and allowing us to jointly deliver a broad and balanced curriculum for the child.</p> <ul style="list-style-type: none"> <input type="checkbox"/> For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items that are not shared. <input type="checkbox"/> Classroom based resources, such as books and games, can be used and shared within the group; these will be cleaned regularly, along with all frequently touched surfaces. <input type="checkbox"/> Resources that are shared between classes, such as sports, art and science equipment will be cleaned frequently and meticulously and always between groups 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 groups. <input type="checkbox"/> Outdoor playground equipment will be more frequently cleaned. This also applies to resources used inside and outside by wraparound care providers. <input type="checkbox"/> Pupils should still limit the amount of equipment they bring into school each day to essentials such as lunch boxes, hats, coats, books, stationery, sun protection and mobile phones. Bags are allowed. <input type="checkbox"/> Pupils and teachers can take books and other shared resources home, although unnecessary sharing will be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation will apply to these resources. <p>Cleaning throughout the day</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social distancing, washing your hands regularly, good respiratory hygiene (using and disposing of tissues), cleaning surfaces and keeping indoor spaces well ventilated are the most important ways to reduce the spread of COVID-19. <input type="checkbox"/> Define a new cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups, frequently touched surfaces being cleaned more often than normal. <input type="checkbox"/> Schedule frequent cleaning of resources (e.g. books, toys) shared within groups. <input type="checkbox"/> Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups. <input type="checkbox"/> Regularly check stocks of cleaning supplies and purchase additional supplies as necessary. <input type="checkbox"/> Use disposable cloths or paper roll and disposable mop heads wherever possible, disposing of after use. <input type="checkbox"/> Avoid creating splashes and spray when cleaning. <input type="checkbox"/> Classrooms will be decluttered with only the minimum items left on work and other surfaces. This allows for more intensive cleaning and reduces the risk of the virus landing on multiple surfaces. <input type="checkbox"/> Reduce the number or eliminate soft toys which are more difficult to clean. <input type="checkbox"/> Telephones, keyboards/mice, light switches, electronic entry systems, iPads used by pupils and staff, etc., will be cleaned with anti-viral wipes on a regular basis throughout the day. 	<p>Additional cleaning requirements shared through staff protocol document.</p>	

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		<ul style="list-style-type: none"> <input type="checkbox"/> Ensure that electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use. <input type="checkbox"/> It is very unlikely that Covid-19 is transmitted through food. However, as a matter of good hygiene practice, anyone handling food must wash their hands often with soap and water for at least 20 seconds before doing so. <input type="checkbox"/> Crockery and eating utensils must not be shared. Clean frequently touched surfaces regularly. <input type="checkbox"/> Food business operators should continue to follow the Food Standard Agency's (FSA) guidance on good hygiene practices in food preparation, Hazard Analysis and Critical Control Point (HACCP) processes and preventative practices (pre-requisite programmes (PRPs)). <input type="checkbox"/> For 'catering activities and school meal provision, refer to the separate model Covid-19: Risk assessment for School Catering Operations on the KAHSC website. <input type="checkbox"/> All bins will be lidded and foot operated where possible, will be lined and the liner removed at the end of the day, sealed/knotted and placed in the main waste container. <input type="checkbox"/> Double bin bags to be placed in the waste bins in external bins. <input type="checkbox"/> Ensure disposable tissues are available in each room for both staff and pupils. <input type="checkbox"/> Ensure arrangements are in place for the disposal of clinical and general waste where required. Plan for the daily removal and safe disposal of rubbish. <input type="checkbox"/> For 'cleaning staff/activities and cleaning areas where a person with possible or confirmed coronavirus (COVID-19) has spent time/passed through', refer to the separate KAHSC Model Cleaning Schools during Coronavirus Pandemic Risk Assessment. <input type="checkbox"/> In the event of a positive case (or an outbreak of any form of illness), all affected areas will be disinfected using the fogging technique prior to, and after the usual deep clean methods. <p>Wraparound care provision and extra-curricular activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> For the duration of the national lockdown, wraparound childcare and out-of-school settings will only offer face-to-face provision for: <ul style="list-style-type: none"> - children of critical workers, where it is reasonably necessary to support their parents or carers to work, seek work, attend a medical appointment, or undertake education or training; - vulnerable children and young people. <input type="checkbox"/> Our Wraparound Care provision will ensure they are following the same protective measures being taken by school during the day and work with school guidance to follow our arrangements and use small, consistent groups. <p>Refer to Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Where parents use childcare providers or out of school activities for their children, we will encourage them to seek assurance that the providers are carefully 	<p>Orian are aware of the requirement to focus cleaning on the high contact areas on a daily basis. This will be regularly monitored by Orian management and SLT.</p> <p>Staff have been asked to regularly sanitise high contact areas within classrooms.</p> <p>An additional bathroom clean has been put in place across the school throughout the day.</p> <p>Do not rely on cleaning staff to clean/wipe surfaces when others leave as cleaners may be working less frequently than usual or may not be rostered during the school day - clean and wipe as you go as described.</p> <p>Carry out inventory check of cleaning products and stock at regular intervals, restocking as necessary. Ensure contingency plans are in place to respond to any shortages in supply.</p> <p>During any period of national or local lockdown, our wrap around care provision may be limited to vulnerable children and those of essential/key workers.</p>	

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		<p>considering their own protective measures, and only use those providers that can demonstrate this.</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will consider any guidance on local restrictions in our area – see Local COVID alert levels: what you need to know and the additional restrictions that apply, particularly if we are in an area that has a ‘high’ or ‘very high’ alert level. Currently, supervised activities, training and education for children can continue to operate at all alert levels both inside and outdoors. <input type="checkbox"/> When operating in areas where local COVID alert levels are in place, we can continue to care for children within the same bubbles as they are in during the school day. If this is not practical then, as far as possible, in small, consistent groups of no more than 15 children and at least one staff member. <input type="checkbox"/> At ‘very high’ alert level, the government may seek to agree additional interventions in consultation with LA’s to drive down the transmission of the virus. These may include, for example, closing buildings such as libraries, community centres, leisure centres and gyms aside for specific, limited purposes such as youth activities, childcare and support groups. <input type="checkbox"/> As with physical activity during the school day, contact sports must not take place. <input type="checkbox"/> WAC provision will use outdoor space as much as possible (weather permitting) <input type="checkbox"/> For indoor sports activities we will refer to the guidance on working safely during coronavirus (COVID-19) for providers of grassroots sports and gym / leisure facilities. <input type="checkbox"/> For outdoor sports activities, we will also refer to the guidance for providers of outdoor facilities on the phased return of sport and recreation in England. <input type="checkbox"/> We are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where we are satisfied that it is safe to do so. We will consider carefully how such arrangements can operate within our wider protective measures. <input type="checkbox"/> Providers of music, dance and drama or sports provision should also note that if they operate in an area that has a local COVID alert level of ‘high’ or ‘very high’, there are additional restrictions (Local COVID alert levels: what you need to know). For example, at alert level ‘very high’, the government may agree with the LA to close performing arts venues for the purposes of performing to audiences. 	<p>The Government are encouraging all schools to return to their usual uniform policies in the autumn term therefore all children will be asked to attend in full uniform as usual.</p>	
Inappropriate arrangements for managing the curriculum	High	<p>General</p> <ul style="list-style-type: none"> <input type="checkbox"/> All pupils – particularly disadvantaged, SEND and vulnerable pupils must be given the catch-up support needed to make substantial progress by the end of the academic year. The key principles that underpin curriculum planning are: <ul style="list-style-type: none"> - education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life; - the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment; 		Med

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		<ul style="list-style-type: none"> - remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. <input type="checkbox"/> We will aim to meet the government's key expectations if considering revisions to our school curriculum for academic year 2020 to 2021 and teach an ambitious and broad curriculum in all subjects from the start of the autumn term making use of existing flexibilities to create time to cover the most important missed content – refer to Section 3 of Full Opening: Schools. <input type="checkbox"/> The EYFS statutory framework sets the standards that schools and childcare settings must meet for the learning, development and care of children from birth to 5 years old. For pre-reception children, we may focus at this time on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For children in reception year, teachers will also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. <input type="checkbox"/> In EYFS, we will continue to consider what strategies they are using to keep children safe online during this period, including: <ul style="list-style-type: none"> - checking apps, websites and search results before using them with children; - supervising children when accessing the internet. <input type="checkbox"/> Particular consideration will need to be given to the learning needs and objectives of children with SEND, to ensure, for e.g. that they receive appropriate preparation for adulthood. <input type="checkbox"/> We have developed a remote education programme so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. We are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress. Refer to Remote education during Coronavirus (Covid-19). <input type="checkbox"/> In our regular communications with parents we will continue to emphasise and promote online safety for those pupils who are not attending the school. <p>Physical Education, School Sport and Physical Activity (PESSPA)</p> <ul style="list-style-type: none"> <input type="checkbox"/> We have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in our system of controls although contact sports should not take place. <input type="checkbox"/> Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. We must only provide team sports on the list available in Guidance on the phased return of sport and recreation. 	<p>EYFS settings should also follow updates to the EYFS disapplication guidance</p> <p>Refer to Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners (also relevant for parents and carers).</p> <p>Refer also to Resources to support schools in delivering remote education, Get help with technology for remote education during coronavirus (Covid-19) and Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19) and the Section below on Contingency Planning</p>	

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		<ul style="list-style-type: none"> <input type="checkbox"/> Pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. <input type="checkbox"/> Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows, distancing between pupils and paying scrupulous attention to cleaning and hygiene. <input type="checkbox"/> External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. <input type="checkbox"/> We are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where we are satisfied that this is safe to do so. We will consider carefully how such arrangements can operate within our wider protective measures. <input type="checkbox"/> Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing. <p>Science, Art and D&T</p> <p>For guidance regarding Science and D&T in relation to returning to school and running practical activities, we will refer to the relevant CLEAPSS guidance. Although specific risk assessments will not be required, our existing curricular risk assessments will be reviewed and where necessary updated to reflect altered practices and CLEAPSS Guidance.</p> <p>Music, Dance and Drama</p> <ul style="list-style-type: none"> <input type="checkbox"/> Singing, wind and brass instrument playing can be undertaken in line with Working safely during coronavirus (COVID-19) for performing arts. <input type="checkbox"/> We will do everything possible to minimise contacts, mixing and reduce the number of contacts between pupils/students and staff by keeping groups separate (in bubbles) and through maintaining the social distance between individuals. 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 2 metres from other adults. <input type="checkbox"/> We 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. <input type="checkbox"/> Additionally, we will keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, we will use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, we will not share microphones. If they are shared, we will follow the guidance on handling equipment. <p>Performances</p> <ul style="list-style-type: none"> <input type="checkbox"/> If planning an indoor or outdoor face-to-face performance in front of a live audience, we will follow Working safely during coronavirus (COVID-19) for performing arts, implementing events in the lowest risk order as described. If 	<p>Refer to:</p> <ul style="list-style-type: none"> • Guidance on the phased return of sport and recreation • Working safely during coronavirus (COVID-19) for providers of grassroots sports and gym / leisure facilities • Sport England for grassroot sport • Youth Sport Trust • AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context and 'frequently asked questions' for PE staff. • Swim England – for guidance on school swimming <p>Primary Schools (CLEAPSS): P104, P097, P098 & CLEAPSS Explore Issue 9</p> <p>Secondary D&T (CLEAPSS): GL344, GL360, GL356, GL355, GL347, GL348 & GL354</p> <p>Secondary Science (CLEAPSS): GL336, GL338, GL339, GL343, GL345, GL352 & GL353</p> <p>Refer to Working safely during coronavirus (COVID-19) for performing arts and guidance on delivering outdoor events</p> <p>Providers of music, dance and drama or sports provision should also note that if they operate in an area that has a local COVID alert level of 'high' or 'very high', there are additional restrictions (Local COVID alert levels: what you need to know). For example, at alert level 'very high', the government may agree with the LA to close performing arts venues for the purposes of performing to audiences.</p>	

Hazards & associated risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
		<p>planning an outdoor performance we will also give particular consideration to the guidance on delivering outdoor events.</p> <p>Peripatetic teachers</p> <ul style="list-style-type: none"> <input type="checkbox"/> We can continue to engage peripatetic teachers during this period, including staff from music education hubs – refer to ‘Other Considerations’ above and ‘Ratios/Qualifications’ below. <input type="checkbox"/> They should avoid situations where distancing requirements are broken; e.g. demonstrating partnering work in dancing. <input type="checkbox"/> Further information on the music education hubs, including contact details for local hubs, can be found at music education hub published by the Arts Council England. <p>Music teaching including singing, and playing wind and brass instruments in groups</p> <ul style="list-style-type: none"> <input type="checkbox"/> Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, we will limit the numbers in relation to the space. <input type="checkbox"/> If indoors, we will use a room with as much space as possible, e.g. larger rooms; rooms with high ceilings. If playing indoors, we will limit the numbers to account for ventilation of the space and the ability to social distance and ensure good ventilation. <input type="checkbox"/> Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation can be maintained. <input type="checkbox"/> In the smaller groups where these activities can take place, we will observe strict social distancing between singers and players, and any other people such as conductors, other musicians, or accompanists. If the activity is face-to-face and without mitigating actions, 2 metres is appropriate. <input type="checkbox"/> Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. <input type="checkbox"/> Position wind and brass players so that the air from their instrument does not blow into another player. <input type="checkbox"/> Use microphones where possible or encourage singing quietly. <p>Handling equipment and instruments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase handwashing before and after handling equipment, especially if being used by more than one person. <input type="checkbox"/> Avoid sharing equipment wherever possible. Place name labels on equipment to help identify the designated user, e.g. percussionists’ own sticks and mallets. <input type="checkbox"/> If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users. <input type="checkbox"/> Instruments should be cleaned by the pupils playing them, where possible. <input type="checkbox"/> Limit handling of music scores, parts and scripts to the individual using them. 		

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		<ul style="list-style-type: none"> <input type="checkbox"/> Limit the number of suppliers when hiring instruments and equipment. We will agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use. <input type="checkbox"/> Equipment and instruments should be stored in a clean location if we take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument. <input type="checkbox"/> Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand. <p>Individual lessons and performance in groups</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individual lessons in music, dance and drama can resume in schools and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so we will need to take particular care, in line with the measures set out above on peripatetic teachers. <input type="checkbox"/> If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision. <input type="checkbox"/> In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction. <input type="checkbox"/> Specific safety measures for individual music lessons are set out in the following sections. <input type="checkbox"/> Measures will include specific social distancing between pupil and teacher (as above), accounting for ventilation of the space being used. Pupil and teacher should be positioned side by side if possible. <p>Avoid sharing instruments and equipment and limit handling music scores, parts and scripts wherever possible as above.</p>		
Inadequate contingency plans for remote education	High	<ul style="list-style-type: none"> <input type="checkbox"/> For individuals or groups of self-isolating and pupils who are shielding following government advice and during periods of national lockdown when face to face provision is limited to vulnerable children and those of critical workers, remote education plans are in place. These meet the same expectations as those for any pupils who cannot yet attend school at all due to Covid-19 in line with the Remote Education Temporary Continuity Direction - refer to Section under 'Curriculum' above on remote education support. <input type="checkbox"/> Plans have been developed to ensure these can be staffed and managed. <p>Remote education expectations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Where a class, group or small number of pupils need to self-isolate and during periods of national lockdown when face to face provision is limited to vulnerable children and those of critical workers, we will ensure we have the capacity to offer immediate (by the next school day) remote education and consider how to continue to improve the quality of their existing curriculum, for example through technology and have a strong offer in place for remote education provision. 	See school website COVID page for full home learning package details.	Low

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		<p><input type="checkbox"/> Our Emergency/Contingency Plan(s) have been reviewed/updated to reflect our plans to meet the educational needs of students should schools be advised to temporarily close (national or local lockdown). This must enable us to:</p> <ul style="list-style-type: none"> - teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject; - select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If we do not have an education platform in place, we can access free support at Get help with technology for remote education during coronavirus (Covid-19); - overcome barriers to digital access for pupils by: <ul style="list-style-type: none"> ▪ distributing school-owned laptops accompanied by a user agreement or contract; ▪ providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work. - it may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. This is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors; - have systems for checking, at least weekly, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern; - identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education; - publish information for pupils, parents and carers about our remote education provision on our website by 25/01/21 – an optional template is available to support schools with this expectation. <p><input type="checkbox"/> When teaching pupils remotely, we will:</p> <ul style="list-style-type: none"> - set meaningful and ambitious work each day in a number of different subjects; - provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum: <ul style="list-style-type: none"> ▪ KS1: 3 hours a day, on average, across the school cohort, with less for younger children; ▪ KS2: 4 hours a day; <p>Our learning package ensures we are:</p>		

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		<ul style="list-style-type: none"> ▪ providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources; ▪ providing opportunities for interactivity, including questioning, eliciting and reflective discussion; ▪ providing scaffolded practice and opportunities to apply new knowledge; ▪ enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate; ▪ using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge; ▪ avoiding an over-reliance on long-term projects or internet research activities. <p><input type="checkbox"/> We will consider the above in relation to the pupils' age, stage of development and/or special educational needs, e.g. where this would place significant demands on parent's help or support.</p> <p><input type="checkbox"/> Younger children in KS1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. Digital means will not therefore be solely used to teach these pupils remotely.</p> <p><input type="checkbox"/> We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so we will work with families to deliver an ambitious curriculum appropriate for their level of need.</p> <p><input type="checkbox"/> Schools and families can request free mobile data increases for students without broadband and/or who can't afford extra data for their device during lockdown. Three, Smarty, Virgin Mobile, EE, Tesco Mobile, O2 and Sky Mobile are all taking part in the scheme. Refer to data increase initiative for children.</p> <p><input type="checkbox"/> If speaking to families whose children are struggling to access online learning because they don't have a device at home, a quick fix is available to those with PlayStation or Xbox game consoles. All recent PlayStations and Xbox games consoles have just about everything required to act like a computer: an internet connection, ports for connecting keyboards and mice, and even web browsers. We will share this with families as appropriate. Full instructions can be found on the TES website: how to use Xbox or PlayStation for online learning.</p> <p>Special educational needs</p> <p><input type="checkbox"/> For pupils with SEND, teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating.</p> <p><input type="checkbox"/> We will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.</p>		

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		<p><input type="checkbox"/> Where a pupil has provision specified within their EHC plan, it remains the duty of the LA and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, e.g. if they are self-isolating. In this situation, decisions on how provision can be delivered will be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, e.g. online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis, avoiding a one size fits all approach.</p> <p>Vulnerable children</p> <p><input type="checkbox"/> We will continue to take steps to ensure vulnerable children and young people who can't attend school or college are able to access their remote education. Contact will be maintained to ensure they are doing so. Vulnerable children include those with an education, health and care (EHC) plan, children with a social worker and children who are 'otherwise vulnerable'.</p> <p>When a vulnerable child is asked to self-isolate, we will notify their social worker (if they have one). We will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.</p>		
Poor or inappropriate behaviour and attendance	High	<p>Behaviour</p> <p><input type="checkbox"/> Our Behaviour policy will be updated with any new rules/policies and will be communicated clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. We will set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how we will enforce those rules including any sanctions.</p> <p><input type="checkbox"/> We will work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and we will also consider how to build new expectations into our rewards system.</p> <p><input type="checkbox"/> It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. We will work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</p> <p><input type="checkbox"/> Some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker previously looked-after children who left care through adoption or special guardianship and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during</p>	<p>Refer to model 'Covid-19 Addendum to the School Behaviour Policy' and 'Covid-19 Addendum to the Staff Code of Conduct' on the KAHSC website</p> <p>WSS have produced resources to support the schools' workforce to prepare for the return, such as the COVID-19 SEND review guide which settings can use to reflect on their provision and a handbook to support teachers to take a whole school approach to supporting pupils following a traumatic event</p>	Low

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		<p>partial school closure and there may be an impact on their behaviour. We will work with local services (such as health and the LA) to ensure the services and support are in place for a smooth return to schools for pupils.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion will only be used as a last resort and must be lawful, reasonable and fair. <input type="checkbox"/> Where a child with a social worker is at risk of exclusion, their social worker will be informed and involved in relevant conversations. <input type="checkbox"/> We will, as far as possible, avoid permanently excluding any pupil with an education, health and care (EHC) plan, or a looked-after child. Where a previously looked-after child is at risk of exclusion, the designated teacher should contact the relevant authority's virtual school head as soon as possible to help the school decide how to help the child and avoid exclusion becoming necessary. <input type="checkbox"/> Pre-empting that a pupil may commit a disciplinary offence, and thus not allowing a pupil to attend school, is an unlawful exclusion. <input type="checkbox"/> Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. This includes sending a pupil home for poor behaviour, whether or not remote education is provided. 'Informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off' for part of the day are unlawful, regardless of whether they occur with the agreement of parents or carers. <input type="checkbox"/> We will be mindful that it is unlawful to punish a child for the actions of their parents and will consider this when applying sanctions. <p>Attendance</p> <ul style="list-style-type: none"> <input type="checkbox"/> We have arrangements in place to support attendance and engagement which consider what additional support children and young people need to make a successful return to their full time education. <input type="checkbox"/> School attendance will be mandatory again from the beginning of the autumn term. From that point, the usual rules on school attendance will apply, including: <ul style="list-style-type: none"> - parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; - schools' responsibilities to record attendance and follow up absence; - the availability to issue sanctions, including fixed penalty notices in line with the LA code of conduct. 		
Inadequate arrangements in place for managing off-site visits	High	<ul style="list-style-type: none"> <input type="checkbox"/> The Government advises against off site visits. At this time. 	<p>Refer to health and safety guidance on educational visits when considering visits.</p> <p>The Association of British Insurers (ABI) has produced information on travel insurance implications (ABI: Coronavirus Hub) following the coronavirus (COVID-19) outbreak. If we have any further questions about our cover or need further reassurance, contact our travel insurance provider.</p>	Low

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Inadequate staffing ratios, staff availability and recruitment		<p>Ratios and Qualifications</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will undertake an appropriate audit to ensure staffing levels are appropriate. <input type="checkbox"/> The EYFS: disapplications and modifications allows for the temporary disapplying and modifying of a number of requirements within EYFS, giving settings flexibility to respond to changes in workforce availability and potential fluctuations in demand while ensuring children are kept safe. <input type="checkbox"/> It allows further exceptions to be made to the qualification level that staff hold in order to be counted in the ratio requirements. We will use reasonable endeavours to ensure that at least half of staff (excluding the manager) hold at least a full and relevant level 2 qualification to meet staff to child ratio requirements, but this is not a legal requirement. <input type="checkbox"/> In nursery classes in maintained schools, caring for children aged 3 and over, reasonable endeavours will be used to ensure that at least one member of staff is a school teacher. Where this is not possible, there must be at least one member of staff for every 8 children, with at least one member of staff who holds at least a full and relevant level 3 qualification. We will use our reasonable endeavours to ensure that at least half of other staff hold at least a full and relevant level 2 qualification. <input type="checkbox"/> We have contingency plans in place should staff be absent as a result of COVID-19. Our possible approaches to managing a shortfall in staffing include: <ul style="list-style-type: none"> - We will ensure that appropriate support is made available for pupils with SEND, e.g. by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. - Where support staff capacity is available, we will consider using this to support catch-up provision or targeted interventions. TAs may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. Any redeployments will not be at the expense of supporting pupils with SEND. The Head teacher will be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that safe ratios are met, and/or specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required. - We can continue to engage supply teachers and other supply staff during this period. - Supply staff and other temporary workers can move between schools, but we will minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and peripatetic teachers, they will be expected to comply with our arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. - To minimise the numbers of temporary staff in school, we will use longer assignments with supply teachers and agree a minimum number of hours across 	<p>Refer to Early Years Foundation Stage Framework and the EYFS: disapplications and modifications for early years provision open during the coronavirus (COVID-19) outbreak</p> <p>Refer to making the best use of teaching assistants.</p>	Med

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		<p>the academic year (also applies to other temporary staff, peripatetic teachers such sports coaches, and those delivering before and after school clubs).</p> <ul style="list-style-type: none"> - We will consider hosting ITT trainees. - Volunteers may be used to support the work of the school - they will be properly supported and given appropriate roles. - Mixing of volunteers across groups will be kept to a minimum, and they should remain 2m from pupils and staff where possible. <p><input type="checkbox"/> If children are aged 2-5 within a setting, we will use our 'best endeavours' to ensure at least one person with a full PFA certificate is on-site when children are present. If after using best endeavours we are still unable to secure a member of staff with full PFA to be on site then we will carry out a written risk assessment and ensure that someone with a current First Aid at Work or emergency PFA certification is on site at all times children are on premises (refer to KAHSC Model COVID-19 Paediatric First Aid Risk Assessment). <i>The HSE have relaxed their advice in relation to first aid certificate expiry dates and have agreed to an extension for requalification to all First aid certificates to 30 September 2020 (HSE first aid requalification guidance). In line with the EYFS disapplication arrangements and Actions for early years and childcare providers during the coronavirus outbreak if, exceptionally paediatric requalification training is still unavailable, a further extension is possible to no later than 25 November 2020.</i></p> <p><input type="checkbox"/> Key telephone numbers of all available DSL's/deputies to be displayed in school.</p> <p><input type="checkbox"/> Ensure the contact details of the Safeguarding Hub/Early Help Team/LADO are available to all staff on duty.</p> <p><input type="checkbox"/> Ensure sufficient competent staff on duty to administer or supervise the administration of medication. Wherever possible, children to self-administer, witnessed by staff. Where not possible (age, SEND etc.) social distancing cannot be maintained – think about how this can be done safely – PPE, vigilant personal hygiene etc.</p> <p>Staff taking leave (those returning from abroad)</p> <p><input type="checkbox"/> Staff (or pupils) returning from holidays/work abroad must follow current Government guidance and quarantine for 10 days on their return from certain countries.</p> <p><input type="checkbox"/> As would usually be the case, most staff will need to be available to work in school from the start of the autumn term. We will discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term.</p> <p><input type="checkbox"/> There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting.</p> <p><input type="checkbox"/> Where it is not possible to avoid a member of staff having to quarantine during term time, we will consider if it is possible to temporarily amend working arrangements to enable them to work from home.</p>	<p>Best endeavours' means to identify and take all the steps possible within your power, which could, if successful, ensure there is a paediatric first aider on site when a setting is open, as per the usual EYFS requirement on PFA.</p> <p>If asked to do so, we should be able to explain why the first aider hasn't been able to requalify and demonstrate what steps have taken to access the training. The school or certificate holders must do their best to arrange requalification training at the earliest opportunity.</p> <p>Where it is not possible to have a DSL or Deputy physically in school, arrangements may be made for the DSL to be contactable via phone or video link if they are working from home. Alternatively, arrangements may be made with an alternative school to use the expertise of their DSL. Further advice can be found in 'Safeguarding in schools'</p> <p>The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK.</p>	

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		Recruitment <ul style="list-style-type: none"> <input type="checkbox"/> Recruitment will continue as usual – staff, volunteers, supply teachers, other temporary or peripatetic teachers and ITT trainees. <input type="checkbox"/> We will continue to adhere to the legal requirements regarding pre-appointment checks (Keeping Children Safe in Education). <input type="checkbox"/> As DfE guidance advises limiting the number of visitors, it may be appropriate to consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible. <input type="checkbox"/> Where face-to-face meetings are arranged, we will make clear to candidates that they must adhere to the system of controls that we have in place. We will also have the discretion to require face coverings for visitors where social distancing cannot be managed safely. 	<p>Refer to experience of implementing interviews remotely and how to prepare for remote interviews</p>	
Visiting children in their own homes and contact with COVID-19 virus	High	<ul style="list-style-type: none"> <input type="checkbox"/> Should we have a situation where a child requires a home visit particularly in relation to safeguarding concerns, we will consider and adhere to guidance issued in the Government document Safe working in education, childcare and children's social care settings, including the use of PPE. 	<p>Refer to model Covid-19 Home Visits Risk Assessment on the KAHSC website</p>	Low
Visitors & spread of Covid-19 virus	High	ALL Visitors <ul style="list-style-type: none"> <input type="checkbox"/> We will restrict all visits to the setting to those that are absolutely necessary. It is at the discretion of the Head teacher to determine what is necessary for their setting. The following are <u>specifically</u> deemed 'essential': <ul style="list-style-type: none"> - visits for safeguarding purposes; - visits that allow a vulnerable child to meet a social worker, key worker or other necessary support; - visits for SEND therapies; - essential maintenance work. External education professionals <ul style="list-style-type: none"> <input type="checkbox"/> In instances where we need to use other essential professionals such as social workers, speech and language therapists or counsellors, or professionals to support delivery of a child's EHC plan, we will assess whether the professionals need to attend in person or can do so virtually. If they need to attend in person, they should closely follow the protective measures in school, wash hands frequently, keep the number of attendances to a minimum, where possible to do so, maintain social distancing. <input type="checkbox"/> Sessions run by external providers which are not directly required for children's health, safety and wellbeing, should be suspended. Guidance on visits from music, dance and drama peripatetic teachers can be found under 'Curriculum' above. <input type="checkbox"/> The presence of any additional members of staff will be agreed on a weekly basis, rather than a daily basis, to limit contacts, where possible. Other Visitors	<p>During national/local restrictions, or when advised by the local Public Health team (e.g. when there is a spike in infections in a particular area) restrictions will be put in place on non-essential visitors to school. It is at the discretion of the Head teacher to determine what is and isn't non-essential visiting for their setting. The following are <u>specifically</u> deemed 'essential':</p> <ul style="list-style-type: none"> • Visits for safeguarding purposes; • Visits that allow a vulnerable child to meet a social worker, key worker or other necessary support; • Visits by immunisation teams to carry out flu vaccines; • Essential maintenance work. <p>Undertake effective liaison with contractors BEFORE they attend site – ask contractors to provide key information in relation to how they are managing infection control. Contractors should be working to Construction Leadership Council - Site-Operating-Procedures</p>	Low

Hazards & associated risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
		<p><input type="checkbox"/> We will consider how to manage other visitors to the site, including contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. This will require close cooperation between both school and the other relevant employers. We will have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term.</p> <p><input type="checkbox"/> Access to contractors/external maintenance personnel should be by appointment only and wherever possible, arranged after school, holidays or weekends to reduce contact with others and appropriate hygiene and social distancing arrangements are followed (including in an emergency situation where access is required urgently to undertake maintenance/repair).</p> <p>Parents/Carers</p> <p>New Admissions</p> <p><input type="checkbox"/> For new admissions, we have developed a virtual tour video and launched it online.</p> <p><input type="checkbox"/> If parents and carers are keen to visit in person, we will consider:</p> <ul style="list-style-type: none"> - ensuring face coverings are worn if required in line with arrangements for staff and other visitors to the setting; - there is regular handwashing, especially before and after the visit; - holding visits after hours. If this is not possible, consider limiting visits to the outside play areas during regular hours, and ensure strict social distancing is observed. - Visits to be held externally. <p>During a lockdown, no parent tours will be held on site.</p> <p><input type="checkbox"/> Prior to a visit, we will ensure that parents and carers are aware:</p> <ul style="list-style-type: none"> - of our 'system of controls'; - how this impacts them and their responsibilities during their visit; - how to maintain social distancing from staff, other visitors, and children other than those in their care. <p>Other visits by parents and carers</p> <p><input type="checkbox"/> Parents and carers will not be allowed into the setting unless there is a specific need.</p> <p><input type="checkbox"/> Children should be dropped off and collected at the door, if possible.</p> <p><input type="checkbox"/> Stay and play sessions, such as where the purpose is for parent and carers to meet each other, will not take place at the setting.</p> <p>Parents settling children</p> <p><input type="checkbox"/> We will ensure that parents and carers:</p>		

Hazards & associated risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
		<ul style="list-style-type: none"> - wear face coverings, if required, in line with arrangements for staff and other visitors to the setting; - stay for a limited amount of time (ideally not more than an hour); - avoid close contact with other children; - are aware of our 'system of controls', how this impacts them, and their responsibilities in supporting it when visiting school with their child; - we will explain these expectations, verbally or in writing, to parents and carers before or on arrival. <p>During a lockdown, no parent visits to settle children will be held on site.</p> <p>Lettings</p> <p><input type="checkbox"/> Lettings are postponed.</p>		
Lack of wellbeing management for pupils	High	<p><input type="checkbox"/> School staff will need to consider how to support:</p> <ul style="list-style-type: none"> - children who are self-isolating or otherwise unable to attend and are within the DfE definition of vulnerable. In such cases, we will put systems in place to keep in contact with them, offer pastoral support and check they are able to access education support; - vulnerable children including those with a social worker; - pupils who were previously clinically extremely vulnerable but have been informed that this is no longer required in exceptional circumstances for short periods of time; - those living with someone who is clinically vulnerable or extremely clinically vulnerable; - individual children who have found the long period at home hard to manage; - those who have developed anxieties related to the virus; - those about whom there are safeguarding concerns; - those who may make safeguarding disclosures once they are back in schools; - those concerned about possible increased risks from Covid-19, including those from Black, Asian and Minority Ethnic (BAME) backgrounds or those with certain health conditions such as obesity and diabetes; - those who have experienced bereavements in their immediate family or wider circle of friends or family or had increased/new caring responsibilities. <p><input type="checkbox"/> We consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> - support maintaining friendships and social engagement; - address and equip pupils to respond to issues linked to coronavirus (Covid-19); - support pupils with approaches to improving their physical and mental wellbeing including continuing to remain fit and active and, wherever possible, having the 60 minutes of daily physical activity recommended by the Chief Medical Officers. <p><input type="checkbox"/> We will also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible.</p>	<p>Refer to DfE - Supporting pupil and student mental wellbeing and teaching about mental wellbeing,</p> <p>Refer to BAMeEd Network guidance for assistance in completing an individual risk assessment before affected pupils return to school.</p> <p>Additional resources are available to help children learn about COVID-19 and how to keep themselves and others safe:</p> <ul style="list-style-type: none"> - Professional association for children and early years (PACEY): supporting children in your setting - Dr Dog explains coronavirus - Busy Bees: <ul style="list-style-type: none"> · 2 metres apart activity · Our hand washing song - Bright Horizons: Talking to Children about COVID-19 (novel coronavirus) 	Med

Hazards & associated risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
		<ul style="list-style-type: none"> <input type="checkbox"/> We will also consider support needs of particular groups they are already aware need additional help (e.g. children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEd learning platform for professionals, which includes a coronavirus (Covid-19) staff resilience hub with materials on peer support, stress, fear and trauma and bereavement. <input type="checkbox"/> We will consider how we are working with school nursing services to support the health and wellbeing of our pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the healthy child programme can offer a range of support including: <ul style="list-style-type: none"> - support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues; - support for pupils with additional and complex health needs; - supporting vulnerable children and keeping children safe. <input type="checkbox"/> Where there is a concern a child is in need or suffering or likely to suffer from harm, we (generally led by the DSL or deputy) will follow our Child Protection policy and Part 1 of keeping children safe in education and consider any referral to statutory services (and the police) as appropriate. <input type="checkbox"/> We will work together with school nurses to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery. <input type="checkbox"/> Staff will need to strike an appropriate balance between reintegrating pupils into a reassuring and familiar work ethic to support their mental wellbeing on the one hand and identifying and taking time to address explicitly individual concerns or problems on the other. <input type="checkbox"/> If parents of pupils with significant risk factors are concerned, we will discuss their concerns and provide reassurance of the measures we are putting in place to reduce the risk in school. We will be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (e.g. the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc). 		
Lack of wellbeing management for staff	High	<ul style="list-style-type: none"> <input type="checkbox"/> Governing bodies and senior leaders will be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders. <input type="checkbox"/> Particular regard will be given to ensuring staff who are BAME (Black, Asian and Minority Ethnic) and those with existing health conditions (but do not fall into the category of critically vulnerable) are appropriately supported, given that they may be at increased risk of severe ill-health should they contract COVID-19. <input type="checkbox"/> Workload will be carefully managed and the school will assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision. This issue will be factored 	<p>Refer to extra mental health support for pupils and teachers.</p> <p>Refer to BAMFed Network guidance for assistance in completing an individual risk assessment before affected staff return to work.</p> <p>Refer to the DfE workload reduction toolkit and case studies to support remote education</p>	

Hazards & associated risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
		<p>into our resource and curriculum planning and consideration given to where additional resource could be safely brought in if necessary.</p> <ul style="list-style-type: none"> <input type="checkbox"/> We may need to alter the way in which we deploy staff and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. We will discuss and agree any changes to staff roles with individuals. <input type="checkbox"/> We will monitor the wellbeing of people who are working from home, on furlough or who are shielding and help them stay connected to the rest of the workforce, especially if the majority of their colleagues are on-site. We will keep in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security. <input type="checkbox"/> We will consider how to support the mental wellbeing of our staff who are returning after a significant period of either home working, shielding or furlough. Where work-related issues present themselves, the HSE's published stress Management Standards will be followed. We will also review how we can support employees on broader issues, such as bereavement support and general anxiety about the ongoing situation (for example by signing up for a formal Employee Assistance Programme providing confidential telephone advice and counselling). 	<p>Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</p>	
Inadequate communications with and training of staff	High	<p>Returning to work</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will ensure all staff understand coronavirus related safety procedures. <input type="checkbox"/> We will provide clear, consistent and regular communication to improve understanding and consistency of ways of working amongst staff. <input type="checkbox"/> We will engage with staff through existing communication routes and staff representatives to explain and agree any changes in working arrangements. <input type="checkbox"/> We will develop communication and training materials for staff prior to returning to site, especially around new procedures for arrival at work. <p>Ongoing communications</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will ensure all staff are kept up to date with how safety measures are being implemented or updated. <input type="checkbox"/> We will ensure ongoing engagement with staff, (including through trades unions or employee representative groups) to monitor and understand any unforeseen impacts of changes to working environments. <input type="checkbox"/> We will promote awareness and focus on the importance of mental health at times of uncertainty (see above). <input type="checkbox"/> We will use simple, clear messaging to explain guidelines using images and clear language, with consideration of groups for which English may not be their first language and those with protected characteristics such as visual impairments. <input type="checkbox"/> We will use visual communications, e.g. whiteboards or signage, to explain safe working practices around the working site to reduce the need for face-to-face communications. 	<p>INSET Day planned</p> <p>Staff guidance documents and protocols sent out prior to meetings for consultation period and comments.</p>	Med

PART 2 – PREMISES AND MAINTENANCE ISSUES DURING NATIONAL LOCKDOWN

Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
Fire and emergencies	High	<ul style="list-style-type: none"> <input type="checkbox"/> Review and where necessary, update the existing school Fire Risk Assessment and Fire Safety Management Policy/Evacuation Plan. <input type="checkbox"/> Ensure adequate provision of fire wardens and update training where zones they normally cover have been altered. <input type="checkbox"/> Ensure that during any future national restrictions/local lockdown (including partial lockdown/closure) that there are sufficient trained staff/fire wardens on duty to cover the site to enable sweeps of all areas to be carried out and to ensure full evacuation of the building. <input type="checkbox"/> Assess the suitability of Personal Emergency Evacuation Plans (PEEPs) – especially if working hours are elongated and/or previous role holders are no longer available to continue. <input type="checkbox"/> Consider altered escape routes where children are restricted to certain areas. <input type="checkbox"/> Consider the layout of muster points; more points may need to be created to allow for social distancing and to prevent groups or bubbles mixing – how will the person in charge at each assembly point communicate with the others? How will pupils line up – is marking required? <input type="checkbox"/> Test whether the school's existing system works appropriately in relation to social distancing and the advice not to mix groups or bubbles. <input type="checkbox"/> More frequent drills may be required in the short term as more children and staff return to school to test procedures as they become accustomed to the 'new normal' of Class/Year bubbles, social distancing, being in different classrooms/work areas etc. <input type="checkbox"/> However, it is accepted that during the current pandemic there may be instances where a fire drill involving the entire school may result in the school's planned COVID control measures being compromised; e.g. two separate pupil groups (bubbles) coming briefly into contact due to the available evacuation routes. Therefore our advice is that prior to undertaking a fire drill for the whole school an assessment should be made of the potential risk of this occurring. <input type="checkbox"/> If, as a result of the assessment, the school believes it would be preferable not to undertake a fire drill involving the whole school, steps must be taken to ensure that all pupils and staff are familiar with the escape routes. This could be achieved by individual groups physically walking the escape routes available to them but without resorting to sounding the fire alarm. It is recommended that for each group of pupils both the nearest fire exit and also the next closest alternative escape routes are used for this purpose. In line with normal practice any drill (whether full or conducted partially) should be clearly logged in the School Fire Logbook. <input type="checkbox"/> It must be emphasised that the mitigating approach above is only necessary where there is a distinct possibility that the COVID control measures will be compromised for the purposes of a fire drill. In case of a genuine fire the fire evacuation procedure will take precedence over any COVID control measures; the priority is to ensure that all occupants have left the building and reached the fire assembly point. <input type="checkbox"/> More frequent fire updates will be provided to staff and pupils, particularly where pupils are not being taught in their 'normal classrooms' so that they can familiarise themselves with the nearest fire route and ultimate exit. <input type="checkbox"/> Clarify means of summoning emergency assistance, particularly when operating social distancing. 	<p>Refer to advice on Fire safety in new and existing school buildings</p> <p>New fire evacuation plans designed and communicated including new muster points for groups.</p> <p>A testing schedule is in place.</p> <p>Brief rota staff on operation of fire and intruder alarms.</p> <p>Make available the codes on and off site and ensure all know how to access should it be required.</p>	Med

Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
		<ul style="list-style-type: none"> <input type="checkbox"/> Consider whether parental performances need to be suspended in the shorter term – see ‘Music, Dance & Drama’ under ‘Curriculum’. <input type="checkbox"/> The use of portable heaters should be avoided where possible. However, where it is necessary to use these ensure suitable controls are implemented and include within the existing Fire Risk Assessment e.g. <ul style="list-style-type: none"> - check that the electrical installation has the capacity to run multiple portable heaters to ensure none of the electrical phases become overloaded; - radiant type heaters must not be used; - the use of naked flame appliances e.g. LPG appliances, must not be permitted under any circumstance; - prior to use all portable heaters must be inspected to ensure that they are correctly maintained; - portable electrical heaters should be subject to a portable appliance test at suitable timescales and display a label; - heaters must be stable and prevented from being knocked over - the base of the heater should be secure (ideally use heaters that have an automatic cut-out so that if the heater is knocked-over the heater will switch-off.) - staff must not be permitted to bring their own portable heaters into the school; - when in use the heater should be connected directly to a fixed wall socket; the use of extension leads and adaptors avoided at all time; - all heating appliances must be kept clear of combustible material and the air flow around the appliance must not be impeded; - heaters must not be used under desks or other furniture; - as far as practicable, heaters should not be left unattended; - heaters should be positioned where they will not cause an obstruction and must not be used within escape routes. <input type="checkbox"/> Propping open doors by any other means other than proprietary hold open devices triggered by the fire alarm is normally not permitted. However, as a temporary measure, all reasonable methods of preventing infection spread may need to be introduced. The risk of a fire starting is probably lower than the risk of covid-19 infection spread. If fire doors are held open as a measure to reduce the risk of infection transmission the following will be observed: <ul style="list-style-type: none"> - If fire doors are held open, we will alter our documented and practical procedures to ensure that more staff are appointed to ensure ALL fire doors will be closed by a member of staff using the room in the event of the fire alarm activating. - We will use wedges to hold doors open – these can be easily kicked out should there be an emergency situation. - We will only hold doors open where access through them is required during the day and where the room beyond is occupied. This will reduce the risk of contamination. Rooms which are not being used will have the doors closed at all times. - At the end of each day, ALL fire doors MUST be closed. Wipe down contact points with a proprietary cleaning product ready for the next day. 	<p>Ensure key staff know gas, water & electric cut-off points and how to operate them.</p> <p>Review fire doors appropriate to setting. We will consider installing proprietary hold open devices triggered by the fire alarm as a longer-term objective.</p> <p>Train staff in the correct procedures in the event of fire emergency – repeat as necessary – monitor via fire drills</p>	

Hazards & Associated Risks	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
		<input type="checkbox"/> We will consider the closing of windows should the fire alarm activate. Because of the need for increased ventilation in the school during the Covid-19 pandemic, there may not be time to close all windows prior to evacuation. This situation is only permissible where to close all the windows would result in increased risk to staff and pupils. <input type="checkbox"/> We will review the first aid 'assessment of need' to ensure that it is still sufficient. Based on this, more first aiders may need to be trained to ensure that there is adequate coverage. We will review levels of first aid equipment to ensure that these are still adequate. In particular, consideration will be given to the purchase of additional resuscitation face shields, disposable gloves and aprons. <input type="checkbox"/> Where necessary, staff will undergo induction in the fire and emergency routines and accident/first aid procedures. This may not be the usual routes and normal nominated fire wardens may not be in attendance. Repeat as necessary.		

Further Action Required	Date Action Completed	Date RA Reviewed	Significant Changes Y/N	Shared with Staff Date or N/A
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- [Restricting attendance during the National Lockdown: Schools](#)
- [Education and childcare settings: National Lockdown](#)
- [Actions for Early years and childcare providers](#)
- [Actions for Special schools and other specialist settings](#)
- [Critical workers and vulnerable children who can access schools or settings](#)
- [Stay at home guidance for households with possible Covid-19 infection](#)
- [Guidance on shielding & protecting people who are clinically extremely vulnerable from COVID-19](#)
- [RCPCH COVID-19 - 'shielding' guidance for children and young people](#)
- [Coronavirus \(COVID-19\): Meeting with others safely \(Social Distancing\)](#)
- [Coronavirus \(Covid-19\) Getting tested](#)
- [Use of the NHS COVID-19 app in schools and FE colleges](#)
- [Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners](#)
- [Safeguarding and remote education during coronavirus \(COVID-19\)](#)
- [Coronavirus \(COVID-19\): test kits for schools and FE providers](#)
- [Maintaining records of staff, customers and visitors to support NHS Test and Trace](#)
- [Actions for employers and providers following a COVID-19 related death of a carer or colleague across children's services](#)
- [Providing School Meals during the Coronavirus Outbreak](#)
- [COVID-19: cleaning of non-healthcare settings outside the home](#)
- [Coronavirus Covid-19 safer travel guidance for passengers](#)
- [Coronavirus Covid-19 Safer transport guidance for operators](#)
- [LA School Transport guidance](#)
- [Transport to school and other places of education: 2020 to 2021 academic year](#)
- [Safe working in education, childcare and children's social care settings, including the use of PPE](#)
- [HSE Face Fit Testing Guidance](#)
- [Face coverings in education](#)

- [Face coverings: when to wear one, exemptions and how to make your own](#)
 - [Early Years Foundation Stage Statutory Framework \(disapplications\)](#)
 - [Protective measures for out-of-school settings during the coronavirus \(COVID-19\) outbreak](#)
 - [Remote education during Coronavirus \(Covid-19\)](#)
 - [Schools and COVID-19: guidance for Black, Asian and minority ethnic \(BAME\) staff and their employers in school settings](#)
 - [AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context](#)
 - [Asthma UK COVID-19: Health advice for people with asthma](#)
 - [CPNI Managing Security Risks throughout Covid-19](#)
 - [Working safely during coronavirus \(Covid-19\)](#)
 - [COVID-19 contain framework: a guide for local decision-makers](#)
 - [Contingency framework: education and childcare settings \(excluding universities\)](#)
 - [Mass asymptomatic testing: schools and colleges](#)
 - [Mass asymptomatic testing in specialist settings](#)
- [National Lockdown: Stay at Home](#)