



This document is integral to the schools Covid-19 Initial Planning Framework. The content of this document was produced in consultation with partnering bodies and is now final. It will be kept under review and may change, refer to the change control table on page 3. [Version 24th February 2021](#)

Covid-19 John Perryn Primary School risk assessment for the full opening of school on March 8th 2021

The purpose of this template is to help schools decide which actions to take. They should undertake an appropriate COVID-19 risk assessment, just as for other health and safety related hazards. This risk assessment must be done in consultation with staff and union representatives.

Guidance for Ealing schools completing risk assessment templates

Since the start of the academic year, the continuing efforts of leaders, teachers and staff across education and childcare have ensured that settings remain as safe and COVID-secure as possible.

Most people who become infected with SARS CoV2 (the virus causing coronavirus disease, COVID-19) will experience mild symptoms, such as fever and cough and are unlikely to become severely unwell. The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school.

Being in school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn. School is also a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families.

On the 22nd February, the Prime Minister announced the full opening of schools as of the 8th March 2021. Whilst coronavirus (COVID-19) remains in the community, this means making judgments at a school level about how to balance and minimise any risks from coronavirus (COVID-19) with providing a full educational experience for children and young people.

The following actions for staff and pupils contribute to reducing the likelihood of COVID-19 transmission:

- Ensuring that if staff, pupils (or anyone in their household) develop symptoms of COVID-19, they stay at home, get tested and follow guidance on household isolation, and ensuring that if staff or pupils are identified as a close contact of someone who has tested positive for COVID-19 by NHS Test and Trace, they stay at home and follow guidance for people of contacts with confirmed coronavirus;
- Ensuring that face coverings are used in recommended circumstances;
- Keeping occupied spaces well ventilated;
- Promote and engage in lateral flow testing;
- Promote and engage with the NHS Test and Trace process;
- Promote and engage with the NHS Covid-19 vaccination programme;
- Minimising contact between individuals and maintaining social distancing wherever possible;



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- Keeping 'bubble sizes' small to limit close contacts;
- Washing hands frequently for at least 20 seconds, using soap and water, or hand sanitiser where soap and water are not immediately available;
- Coughing or sneezing into tissues before binning them;
- Avoiding touching the eyes, nose or face;
- Cleaning and disinfecting regularly touched objects and surfaces using regular cleaning products;
- Minimising contact between individuals and maintaining social distancing wherever possible;
- Following government advice and guidance on actions for the full opening of schools

If the above advice is followed carefully, any risk of transmission in schools will be greatly reduced.

Further government guidance can be found at: <https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19> and on coronavirus information on [Ealing Grid for Learning](#)

This Risk Assessment should be completed in conjunction with the guidance above and with schools Initial Planning Framework

Further advice can be sought by contacting either [Raj Chowdhury](#) (Children's Services) or [Steve Dunham](#) (Children's Services)

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Document Changes	Date
Original document published	22 nd May 2020
References made to EHCP children with 1-2-1 support. Hierarchy of controls added for all settings. Note added about virtual assemblies. Note added about seeking advice if required around propping of doors. Note added about cleaning of lunch areas. Note added on external providers of OT/physiotherapy and hydrotherapy sessions.	26 th May 2020
First page text amended to reflect the updated guidance on those clinically vulnerable and those clinically extremely vulnerable (shielding).	4 th June 2020
Text added about the 'Test and Trace' system and what schools should do in the event of a suspected or confirmed case.	19 th June 2020
Text added to clarify that staff members do not need to self-isolate as a precaution if they need to change 'bubbles'.	22 nd June 2020
Front page updated to reflect changes to government guidance for schools bringing back all children. Risk assessment rewrite based on amended government guidance	3 rd July 2020
As a result of trade union consultation, a reminder added for schools to adequately record details of pupils, staff and visitors on site.	8 th July 2020
In line with updated guidance, the need for strict social distancing on dedicated transport removed and schools to provide immunisation programmes as normal added.	31 st July 2020

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Updated to reflect the fact that the local authority now only needs to be informed about any positive cases (not suspected cases). In line with updated government guidance, the potential use of face coverings in secondary schools added.	26 th August 2020
In line with updated government guidance, face coverings now advised for over 11's on dedicated transport and a note added to ensure that ventilation is maximised on dedicated transport vehicles. Schools signposted to government guidance on; music, dance, drama, indoor/outdoor performances and team sports.	1 st September 2020
Link added to the HSE website on first aid. Link to the St John's Ambulance website removed.	10 th September 2020
DfE contact details added for any confirmed cases	17 th September 2020
Changes made to reflect further controls due to the new virus variants and January 2021 national lockdown. Additional controls include; High schools may wish to use face coverings in classrooms, keeping occupied spaces well ventilated, highlighting the need to keep visitors to an absolute minimum, reminding schools to keep 'bubble sizes' as small as possible and the rollout of asymptomatic testing in certain school settings.	8 th January 2021
Updates made in line with Government guidance published on the 22 nd February 2021 for the full opening of schools in March. Changes made include the areas of face coverings and asymptomatic testing. Overall size of document also reduced.	24 th February 2021

School: John Perryn Primary School		School address: Long Drive, Acton W3 7PD		Review Date: (This is a dynamic document and should be reviewed and updated if there are any changes)				
Assessment Date: 20th July 2020		What/who is being assessed? Biological hazard- Covid-19 within educational settings (This is a generic risk assessment for schools with signposts to the relevant Government guidance. Schools will need to include any specific controls they have in place to this document).						
Name of Assessor: Leah Wright (HT), Catherine Mulvany (DHT), Anna Lebiszczak (AHT)				Responsible Person for Actions:		SLT		
Task / Activity Area	Hazard	Who might be harmed and how?	What are your existing controls? <i>SLT's to write what is being done now and then refer to Recommended controls:</i> • <i>Possible controls for consideration to be adapted or deleted as necessary</i>	Recommended Control Measures <i>SLT's to move Recommended Controls into Existing Controls once they have been implemented:</i>	Action by who/when?	Likelihood of occurrence after recommended controls added (L) 1-Very Unlikely 2-Unlikely 3- Possible 4- Likely 5- Very Likely Likelihood = Probability of occurrence based on specific activity being assessed	Impact (I) 1-Negligible 2- Minor 3- Moderate 4- Major 5- Extreme Impact = Estimate of harm based on specific activity being assessed	Overall Risk (L X I) + I <10 = Low 10-19 = Medium 20-30 = High

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Task / Activity Area	Hazard	Who might be harmed and how?	What are your existing controls?	Recommended Control Measures	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
Entering the school	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death	<ul style="list-style-type: none"> • <i>Staggered drop-off and collection times and use of different entrances.</i> • <i><u>Y2/4/6 8.45– 3.15pm</u></i> • <i><u>Y1/3/5 9am – 3.30pm</u></i> • <i><u>Y5/6 – Main entrance</u></i> • <i><u>Y3/4 – Playground gate</u></i> • <i><u>Y1/2 – Classroom doors</u></i> • <i>Parents not to enter school building</i> • <i>Pupil to be accompanied by only one parent</i> • <i>Adults and children to use hand sanitiser stations or wash hands upon arrival at school as well as return from breaks. Masks to be taken home by parents.</i> • <i>Doors to be propped open to minimise use of handles and all windows to be opened.</i> • <i>Children to go straight to class and not gather in playground.</i> • <i>Visitors by SLT approved appointment and provided with COVID guidance.</i> • <i>Staff/visitors to sign in and out when entering and leaving school.</i> • <i>Parents to wear masks when entering the school site.</i> • <i>Staff on duty to wear masks.</i> 	<ul style="list-style-type: none"> • Parents are aware to stay at home when a child or household member develops coronavirus symptoms and access testing. Schools communicates this regularly to parents and considers and posters put up around school to be aware of this. • On entry to school, staff and pupils to wash their hands with soap and water for at least 20 seconds and hands dried or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. Skin friendly cleaning wipes can be used as an alternative. • Visitors to be kept to an absolute minimum and should be managed so that social distancing and protective measures are explained on or before arrival. A record should be kept of all visitors. • Guidance for school offices can be found here 	2	3	(2X3) +3 = 9 (Low)
Reducing exposure and transmission of Coronavirus (All settings)	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms	<ul style="list-style-type: none"> • <i>Avoiding contact with anyone with symptoms</i> • <i>Staggering start and finish times</i> • <i>Minimising contact and mixing of groups</i> • <i>Pupils and staff are in the same small groups each day, and different groups are not mixed during the day, or on subsequent days (staff members do not need to self-isolate as a precaution if they need to change ‘bubbles’)</i> • <i>All staff to wear masks in communal areas.</i> 	<p><u>Government guidance</u> to be followed for primary schools.</p> <p><u>Government guidance</u> to be followed by early years settings. The early years foundation stage (EYFS) <u>statutory framework</u> still applies.</p> <p>As normal, schools should provide immunisation programmes on site, ensuring these will be delivered in keeping with the school’s control measures.</p> <p>Prevention:</p> <p>1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19)</p>	2	3	(2X3) +3 = 9 (Low)



		<p>such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death</p>	<ul style="list-style-type: none"> • <i>Learning to be completed outdoors where possible.</i> • <i>Lidded bins in each class for tissues only.</i> • <i>Written cleaning schedule to be available and continued to be followed.</i> • <i>Deep clean plan in place for isolation room if used.</i> • <i>Steam cleaners available in EYFS for small items.</i> • <i>Staffrooms usage to be minimised with EYFS using the Nursery, Y1-3 using the Practical Room and Y4-6 using the staffroom.</i> • <i>Posters show maximum capacity for each communal room around the school.</i> • <i>Minimising contact and mixing of groups - no cross-group assemblies or collective acts of worship. Assemblies to remain virtual until further notice.</i> <ul style="list-style-type: none"> ▪ <i>Pupils and staff are in the same small groups each day, and different groups are not mixed during the day, or on subsequent days (staff members do not need to self-isolate as a precaution if they need to change 'bubbles').</i> ▪ <i>Year groups to stay in their zones at break time.</i> ▪ <i>Lunch-hall to be zoned and groups not mixed.</i> ▪ <i>Children to have own packs with daily equipment (pencils, ruler etc.) to limit sharing where appropriate.</i> ▪ <i>Reading books to be changed at set time and returned books kept until the following week before being used again.</i> ▪ <i>PE and other shared equipment to be rotated where possible or cleaned before used by a different group.</i> 	<p>symptoms, or who have someone in their household who does, do not attend school</p> <ul style="list-style-type: none"> • Refer to dealing with suspected and confirmed cases below <p>2) Ensure face masks are used in recommended circumstances</p> <ul style="list-style-type: none"> • Refer to PPE section below <p>3) Clean hands thoroughly more often than usual</p> <ul style="list-style-type: none"> • Hand washing when arriving at school, when returning from breaks, when changing rooms, before and after eating. Small children and pupils with complex needs should be helped to clean their hands properly. Skin friendly cleaning wipes can be used as an alternative. • Continue to embed this as part of the school culture <p>4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p> <ul style="list-style-type: none"> • Ensure that sufficient number of tissues and lidded bins are available • Ensure that younger children and those with complex needs are helped to get this right • Continue to embed this as part of the school culture • Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or those who use saliva as a sensory stimulant. This should be considered in the pupil risk assessments. <p>5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p> <ul style="list-style-type: none"> • <u>Government guidance</u> followed • Put in place a cleaning schedule that includes: <ul style="list-style-type: none"> ○ More frequent cleaning of rooms/shared areas that are used by different groups ○ Frequently touched surfaces being cleaned more than normal 		
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			<ul style="list-style-type: none"> ▪ <i>Children to attend school in PE kit on PE days to limit number of bags brought into school.</i> ▪ <i>'Bubbles' to be size of year group and classes within the same year group can mix during break and lunch times.</i> ▪ <i>Older children to be reminded to keep their distance from others as much as possible.</i> ▪ <i>One-way system to be used in corridors and on stairs.</i> ▪ <i>Desks and chairs to be arranged facing the front of classrooms for older children and where appropriate to do so.</i> ▪ <i>Staff to wear visors in class should they wish too. Masks should be worn when social distancing cannot be maintained.</i> ▪ <i>LW to be informed immediately of any person with symptoms.</i> 	<ul style="list-style-type: none"> ○ Different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet ○ Individual and frequently used equipment such as pens and pencils should not be shared. Classroom based resources such as books and games can be shared but these should be cleaned regularly. ○ Pupils to limit the amount of equipment they bring in each day to essentials such as; lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. ○ Books and other shared resources can be taken home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation apply to these resources. ○ Resources that are shared between classes and 'bubbles' such as sports, arts and science equipment should be cleaned frequently and meticulously, and always between bubbles, or rotated to allow them to be left unused for a period of 48 hours (72 hours for plastics) between use by different bubbles. ○ An assessment of the cleanability of equipment used in the delivery of therapies (for example, physiotherapy equipment and sensory equipment), to determine whether this equipment can withstand cleaning and disinfection between each use (and how easy or practical it would be to do so) before it is put back into general use. Where cleaning or disinfection is not possible or practical, resources will have to be restricted to one user, or be left unused for a period of 48 hours (72 hours for plastics) between use by different individuals. 		
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				<p>6) Minimise contact between individuals and maintain social distancing wherever possible (this must be properly considered and measures put in place by schools that suit their particular circumstances)</p> <ul style="list-style-type: none"> • Parents/ carers encouraged to limit the number of settings their child attends. • Where possible, settings are encouraged to avoid visitors entering the premises. Where professionals such as social workers, speech and language therapists or counselors are required, virtual appointments should be considered in the first instance. If they do need to attend in person, they need to closely follow the protective measures of the setting. The number of attendees should be kept to a minimum and social distancing should be maintained where possible. • Use of staff rooms should be minimised, although staff must still have breaks during the day • Maintaining consistent groups (bubbles) remains important. <ul style="list-style-type: none"> ○ ‘Bubbles’ should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. ○ Limit interaction, sharing of rooms and social spaces between groups as much as possible ○ All teachers and other staff can operate across different classes/ year groups, and schools whilst maintaining social distancing (ideally 2m) as much as they can where possible. In particular, staff should avoid close face to face contact and minimise time spent within 1 metre of anyone. ○ Small adaptations to classrooms to be made to support social distancing where possible. This includes seating pupils side by side and facing forwards. ○ For children old enough, they should be supported and encouraged to maintain distance and not to touch staff or their peers where possible 		
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				<ul style="list-style-type: none"> ○ Large gatherings such as assemblies or collective worship should be avoided ○ Groups should be kept apart and movement around the school kept to a minimum. Avoid creating busy areas such as corridors and stairs. ○ Consider staggering break and lunch times ○ Schools should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama. Any equipment shared should be disinfected regularly. Limit handling of music scores, parts and scripts to the individual using them. <u>Government guidance on performing arts</u> to be followed. ○ Schools should not host any performances with an audience. ○ Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good <u>ventilation</u>. Singing, wind and brass playing should not take place in larger groups unless significant space, natural airflow and strict social distancing and mitigation can be maintained. In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players 			
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				<p>so that the air from their instrument does not blow into another player. Also, use microphones where possible or encourage singing quietly. Schools to follow guidance on safer singing. Shared Instruments should be cleaned by the pupils playing them, where possible. Avoid sharing instruments and equipment wherever possible.</p> <ul style="list-style-type: none"> ○ Schools that offer specialist, elite provision in music, dance and drama should also consider this guidance alongside the DCMS guidance on the performing arts. ○ Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual ○ Where a pupil routinely attends more than one setting on a part time basis, for example they are registered at a mainstream school and an alternative provision for example, schools should work through the systems of controls collaboratively ○ Visitors should be limited to an absolute minimum and managed so that social distancing and personal hygiene expectations are explained on or before arrival. A record should be kept of all visitors. <p>7) Always keeping occupied spaces well ventilated</p> <ul style="list-style-type: none"> ● Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. This can be achieved by using natural ventilation and mechanical ventilation systems. Further information on ventilation can be found on EGfL <p>8) Ensure individuals wear the appropriate PPE where necessary.</p> <ul style="list-style-type: none"> ● Refer to PPE section below <p>9) Promote and engage in asymptomatic (lateral flow) testing where available</p> <ul style="list-style-type: none"> ● Primary schools will continue with home lateral flow tests twice a week for staff only. Government 			
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				<p><u>guidance</u> to be followed. Sharing platform can be found <u>here</u>.</p> <ul style="list-style-type: none"> Staff in school-based nurseries will be supplied with lateral flow tests for twice a week testing at home. <u>Government guidance</u> to be followed. <p>Response to any infection</p> <p>10) Promote and engage with the NHS Test and Trace process</p> <p>11) Manage confirmed cases of Covid-19 amongst the school community</p> <p>12) Contain any outbreak by following PHE local health protection team advice</p> <ul style="list-style-type: none"> Refer to Dealing with suspected and confirmed cases of Covid-19 section below. Specific <u>guidance</u> available on <u>EGfL</u> 			
Reducing exposure and transmission of Coronavirus Out-of-school settings and wraparound childcare	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death	<ul style="list-style-type: none"> <i>No sports or games clubs to be run until after Easter.</i> <i>Breakfast club to start on March 8th to support working parents.</i> <i>Equipment to be rotated every 48 hours (72 for plastics)</i> 	<ul style="list-style-type: none"> All before and after-school education activities and wraparound childcare for pupils should resume, where this provision is necessary to support parents to work, attend education or access medical care, and is part of the pupil's wider education and training. Schools should ensure that any external providers adhere to government guidance and put in place protective measures. Schools to follow <u>government guidance</u>. 	2	3	(2X3) +3 = 9 (Low)



Outdoor activities including use of playgrounds	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death	<ul style="list-style-type: none"> • <i>Keep pupils in ‘bubbles’</i> • <i>Year groups to use same zone for break and lunch daily.</i> • <i>Outdoor equipment to be cleaned at the end of each day.</i> • <i>PE lessons to take place outdoors if not raining</i> 	<ul style="list-style-type: none"> • Outdoor playground equipment should be more frequently cleaned. • Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups. • Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within their own system of controls. However, outdoor activities and sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. • Where schools are considering team sports, schools must only consider those sports whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government i.e. sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events. Competition between different schools should not take place until wider grassroots sport for under 18’s is permitted. • Schools should refer to advice from organisations such as the Association for Physical Education, Sport England and Youth Sport Trust • Schools can work with external coaches, clubs and organisations for curricular and extra-curricular activities but must be satisfied that it is safe to do so. 	2	3	(2X3) +3 = 9 (Low)
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Educational visits	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death	<ul style="list-style-type: none"> • <i>No visits to take place until further notice</i> 	<ul style="list-style-type: none"> • Educational visits are still advised against during this time. 	1	3	(1X3) +3 = 6 (Low)
Lunch	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe	<ul style="list-style-type: none"> • <i>One year group to enter the hall for lunch at a time so they stay in their bubbles.</i> • <i>Hall to be split into two zones with one year group at each end.</i> • <i>Children to sit on one side of each table so that they are all facing the same way.</i> • <i>Tables should be cleaned between each group.</i> • <i>Extra table for children, who are slower eaters, to finish their meal at to allow cleaning to take place between groups.</i> • <i>Before eating, Pupils to wash their hands with soap and water for at least 20 seconds and hands dried or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.</i> 	<ul style="list-style-type: none"> • School kitchens to continue to operate but must comply to the <u>guidance for food businesses on Coronavirus</u> • Maintain 'bubbles' wherever possible 	2	3	(2X3) +3 = 9 (Low)



		illness and hospitalisation, and, in rare cases, even death	<ul style="list-style-type: none"> • Pupils are encouraged not to touch their mouth, eyes and nose • Use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. • Consider one-way circulation or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors. • Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units. • Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding-schools will need to make a decision on this and seek advice where needed), to limit use of door handles and aid ventilation. • Dining hall activities (including cleaning of the lunch area) to be managed, ultimately by the school and supported by the catering provider. 				
Transport Arrangements	Biological hazard-Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In	<ul style="list-style-type: none"> • Staff parents and students are encouraged to walk or cycle to their education setting where possible, or use private vehicles • Staff to avoid car sharing. 	<ul style="list-style-type: none"> • Schools, parents and students should follow the Coronavirus (COVID-19): safer travel guidance for passengers • Public transport: <ul style="list-style-type: none"> ○ Use by pupils to be kept to a minimum, especially during peak times ○ Face coverings to be used by children over the age of 11 	2	3	(2X3) +3 = 9 (Low)

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Dealing with suspected and confirmed cases of Covid-19	Biological hazard-Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death	<ul style="list-style-type: none"> • <i>Welfare room to be kept well ventilated at all times and should be used for self-isolation. Sign to be placed on the door if child is inside. Room must be cleaned before reuse by anyone.</i> • <i>Staff member supporting the child should wear PPE and try to maintain social distance as much as possible.</i> • <i>Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.</i> • <i>Cleaner on duty to carry a walkie talkie so that they can be contacted and immediately clean areas that the child has used.</i> • <i>Deep clean to take place once child has left the room – should include any other areas child has entered including toilet.</i> • <i>‘Blended’ or ‘remote’ learning plan to continue in case any child, group or staff member need to self-isolate. This will include using the learning platform ‘Seesaw’ as well as resources from Oak National Academy and</i> 	<ul style="list-style-type: none"> • Refer to the flowchart on dealing with suspected and confirmed cases on EGfl • If a pupil develops symptoms and is awaiting collection, government guidance should be followed and the pupil moved to a ventilated isolation room. <p>Local outbreaks</p> <ul style="list-style-type: none"> • If a local area sees a spike in infection rates that is resulting in localised community spread, it will be decided which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. • Public Health England may advise a school or a number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils. 	2	3	<p>(2X3) +3 = 9 (Low)</p>
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			<p><i>White Rose Maths linked to home learning.</i></p> <ul style="list-style-type: none"> • <i>Proof of negative tests to be requested if a child wishes to return before the ten day isolation period.</i> • <i>Staff to complete voluntary LFT twice weekly and report results.</i> 					
Use of PPE/face coverings	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death	<ul style="list-style-type: none"> • <i>Individual pupil risk assessment and/or behavioural support plan to be reviewed and updated.</i> • <i>Staff related risk assessments to be updated for those that are vulnerable, such as those who are pregnant</i> • <i>All PPE to be disposed of in plastic bags, including any worn by staff or children on the journey to school.</i> • <i>Teachers to consider measures to take when handling items such as plastic covered books, which the children have used, when marking etc. Measures could include more frequent handwashing, use of hand gel between books or use of gloves.</i> • <i>Staff to wear face masks in communal areas and when</i> 	<ul style="list-style-type: none"> • In primary schools, face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible, such as in corridors and communal areas. Children in primary schools are not required to wear a face covering. • In Early Years settings, face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible, such as in corridors and communal areas. Children in early years settings do not need to wear a face covering. • Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places. • Face visors or shields should not be worn as an alternative to face coverings. • Safe wearing of face coverings requires the: 		2	3	<p>(2X3) +3 = 9 (Low)</p>



			<p><i>social distance of 2m cannot be maintained.</i></p>	<ul style="list-style-type: none"> - cleaning of hands before and after touching – including to remove or put them on - safe storage of them in individual, sealable plastic bags between use • Exemptions to wearing face coverings apply • Guidance on making a simple face covering can be found here. <p>For staff looking after children with complex special educational needs and providing direct personal care (at a distance of less than 2 metres), the following PPE should be available for use by school staff:</p> <ul style="list-style-type: none"> • Disposable gloves; • Disposable apron; • Fluid resistant (type IIR) surgical mask; • Eye protection where there is a risk of splashing of bodily fluids. <p>PPE should also be provided in the following cases:</p> <ul style="list-style-type: none"> • Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs. • If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home, and a distance of 2 metres cannot be maintained. • External providers of OT/ physiotherapy/ hydrotherapy sessions should provide their own PPE. School staff will be provided with PPE as required. 					
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				<p>The Family Information Service can arrange for PPE to be delivered to schools—children@ealing.gov.uk tel. 0208 825 5588</p> <p>The following Government video shows how PPE should be put on and taken off.</p> <p>PPE should be disposed of in line with Government guidance on cleaning in non-healthcare settings.</p> <p>Government guidance on PPE to be followed.</p>				
Administering First aid/ Medication	Biological hazard-Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death	<ul style="list-style-type: none"> • <i>Schools have a suitable number of staff on duty</i> • <i>Schools have a first aid risk assessment and medication policy in place</i> 	<ul style="list-style-type: none"> • HSE guidance on first aid followed. This includes first aid cover and qualifications as well as guidance for first aiders • Administering first aid and medication risk assessments to be amended by schools • Government PPE guidance followed. 		2	3	<p>(2X3) +3 = 9 (Low)</p>
Leaving the school	Biological hazard-Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe	<ul style="list-style-type: none"> • <i>Continue to stagger collection times with children collected from different areas.</i> • <i>Parents not to enter school building</i> 	<ul style="list-style-type: none"> • Staff and pupils to wash their hands with soap and water for at least 20 seconds and hands dried or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. Skin friendly cleaning wipes can be used as an alternative. 		2	3	<p>(2X3) +3 = 9 (Low)</p>

This document is integral to the schools Covid-19 Initial Planning Framework. The content of this document was produced in consultation with partnering bodies and is now final. It will be kept under review and may change, refer to the change control table on page 3. [Version 24th February 2021](#)



		illness and hospitalisation, and, in rare cases, even death						
Staff -including meetings and CPD	Biological hazard- Covid-19	Staff, parents and pupils could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to severe illness and hospitalisation, and, in rare cases, even death	<ul style="list-style-type: none"> • All CPD and staff meetings to be virtually. • Staff, who may feel anxious or who have questions, to have a safe space to talk to SLT or to use confidential support from school therapist or other providers such as Workplace Options. • Windows to be opened every morning to ventilate rooms. • Staff to adhere to social distancing. 				(2X3) +3 = 9 (Low)	13.Staff - including meetings and CPD

Likelihood:						
Very Likely	5	6	12	18	24	30
Likely	4	5	10	15	20	25
Possible	3	4	8	12	16	20
Unlikely	2	3	6	9	12	15
Very Unlikely	1	2	4	6	8	10
		1	2	3	4	5
Impact:	Negligible	Minor	Moderate	Major	Extreme	