

<b>Area/Activity Assessed</b>	Primary School Phase 3 Reopening – COVID-19			<b>Responsible Person</b>	Head Teacher		
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<b>Persons Exposed</b>	<b>Employees</b>	<input checked="" type="checkbox"/>	<b>Contractor</b>	<input checked="" type="checkbox"/>	<b>Young Person</b>	<input checked="" type="checkbox"/>	<b>Expectant Mother</b>	<input type="checkbox"/>	<b>Visitors and/or Public</b>	<input checked="" type="checkbox"/>	<b>Trespassers</b>	<input type="checkbox"/>
<b>Frequency of Exposure</b>	<b>Continually</b>	<input type="checkbox"/>	<b>Hourly</b>	<input type="checkbox"/>	<b>Daily</b>	<input checked="" type="checkbox"/>	<b>Weekly</b>	<input type="checkbox"/>	<b>Monthly</b>	<input type="checkbox"/>	<b>Yearly</b>	<input type="checkbox"/>
<b>Duration of Exposure</b>	<b>Less than 1hr</b>	<input type="checkbox"/>	<b>1-2 hrs</b>	<input type="checkbox"/>	<b>3-4 hrs</b>	<input type="checkbox"/>	<b>5-6 hrs</b>	<input type="checkbox"/>	<b>7-8 hrs</b>	<input type="checkbox"/>	<b>More than 8 hrs</b>	<input checked="" type="checkbox"/>

Probability - (5=Very Likely, 4=Likely, 3= Quite Possible, 2= Possible, 1= Unlikely) Severity - (5=Catastrophic, 4=Major, 3=Moderate, 2=Minor, 1=Insignificant)	0-8 - Low risk No Action Required. 9-15 - Medium risk Ensure adequate controls are in use. 16-25 - High Risk Stop operation and implement adequate control measures
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This Risk Assessments was implemented on the 24<sup>th</sup> March 2020 by Compliance Education and checked by schools Head Teacher and SMT/SLT, School Trust and School Governors

It will be reviewed on a regular basis and when there have been significant changes in government, public health and local authority guidance.

The risk assessment highlights all control measures the school have put in place to ensure the school is COVID-Secure for all staff, pupils, visitors and contractors, See the school Plan for further information on how these control measure will be implemented.

Risk Assessment(s) Reviewed	Name of Reviewer	Date	Signature
Partial Reopening risk assessment implemented	Compliance Education	24 <sup>th</sup> March 2020	<i>Compliance</i>
School Reopening risk assessment Phase 1	Compliance Education	30 <sup>th</sup> April 2020	<i>Compliance</i>
School Reopening risk assessment Phase 2	Compliance Education	13 <sup>th</sup> May 2020	<i>Compliance</i>
School Reopening risk assessment Phase 3	Compliance Education	8 <sup>th</sup> July 2020	<i>Compliance</i>
Review of Phase 3 risk assessment no changers	Compliance Education	7 <sup>th</sup> August 2020	<i>Compliance</i>
Review of Phase 3 risk assessment no changers	Compliance Education	28 <sup>th</sup> August 2020	<i>Compliance</i>
Review of Phase 3 risk assessment no changers	Compliance Education	7 <sup>th</sup> September 2020	<i>Compliance</i>
Review of Phase 3 risk assessment no changers	Compliance Education	10 <sup>th</sup> September 2020	<i>Compliance</i>
Review of Phase 3 risk assessment no changers	Compliance Education	17 <sup>th</sup> September 2020	<i>Compliance</i>
Review of Phase 3 risk assessment Changers made due to the introduction of UK and local restrictions	Compliance Education	23 <sup>rd</sup> September 2020	<i>Compliance</i>
Review of Phase 3 risk assessment Changers made due to the introduction of NHS Test and Trace App	Compliance Education	30 <sup>th</sup> September 2020	<i>Compliance</i>
System of controls added to section 6	Compliance Education	29 <sup>th</sup> October 2020	<i>Compliance</i>
Attendance: Added section 1 Workforce New section added (18) Safeguarding Added to section 1	Compliance Education	29 <sup>th</sup> October 2020	<i>Compliance</i>

School uniform Added to section 1									
Wraparound provision and extra-curricular activity Added to section 1									
Behaviour expectations added in to section 1									
Contingency planning for outbreaks Added to section 1									
Staff who are pregnant included section 3					Compliance Education	29 <sup>th</sup> October 2020	Compliance		
Visitors on site amended section 7					Compliance Education	29 <sup>th</sup> October 2020	Compliance		
Ventilation added to section 1					Compliance Education	29 <sup>th</sup> October 2020	Compliance		
No	Hazard	Initial			Existing Control Measures	Residual			Additional Controls
		Severity	Probability	Risk		Severity	Probability	Risk	
1	School reopening after lockdown	4	3	12	<ul style="list-style-type: none"> <li>Where necessary the building was deep cleaned before reopening.</li> <li>All staff are competent and instructed with regards to the procedures in place for the protection against infection from Covid-19.</li> <li>The Schools reopening plan has been created in line with current Government, Public Health, DfE guidelines and is reviewed on a regular basis.</li> </ul> <p><b>As part of the Governments guidelines</b></p> <ul style="list-style-type: none"> <li>All staff and pupils will have access to coronavirus tests via the NHS website.</li> <li>Strict guidelines have been produced and will be implemented by the school as far as reasonably practicable. (<i>The school reopening plan</i>)                             <ul style="list-style-type: none"> <li>It is vital for all children to return to school to minimise, as far as possible, the longer-term impact of the pandemic on children’s education, wellbeing and wider development.</li> <li>Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance has therefore been mandatory from the beginning of the autumn term. This means from that point, the usual rules on school attendance apply, including:                                     <ul style="list-style-type: none"> <li>parents’ duty to secure their child’s attendance regularly at school (where the child is a registered pupil at school and they are of compulsory school age)</li> </ul> </li> </ul> </li> </ul>	4	2	8	

					<ul style="list-style-type: none"> <li>• schools' responsibilities to record attendance and follow up absence</li> <li>• the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct</li> <li>• <b>Safeguarding</b></li> <li>• Schools should consider revising their child protection policy (led by their designated safeguarding lead) to reflect the return of more pupils. Schools must have regard to the statutory safeguarding guidance, keeping children safe in education.</li> <li>• Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them 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. Agencies and services should be working together to actively look for signs of harm. Designated safeguarding leads will be best placed to co-ordinate multi-agency working within a school, including communication with school nurses.</li> <li>• This is important for safeguarding and supporting wellbeing, as school nurses have continued virtual support to pupils who have not been in school.</li> <li>• <b>School Uniform</b></li> <li>• It is for the governing body of a school (or the academy trust, in the case of academies) to make decisions regarding school uniform. Some schools may have relaxed their uniform policy while only certain categories of pupils were attending. We would, however, encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.</li> <li>• Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</li> <li>• Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.</li> </ul>				
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				<ul style="list-style-type: none"> <li>• Increased ventilation may make school buildings cooler than usual over the winter months. While schools will want to maintain the benefits of their uniform, they may wish to consider allowing additional, suitable indoor items of clothing to be worn during the winter period in addition to the school's current uniform. Where this occurs, schools should ensure that no extra financial pressure is placed on parents.</li> </ul> <p><b>Wrap around care</b></p> <ul style="list-style-type: none"> <li>• Schools should be working to resume any breakfast and after-school provision, to ensure parents and carers can continue to or return to work. Schools should also work closely with any external wraparound providers which their pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day.</li> <li>• Where it is not possible, or it is impractical to group children in the same bubbles as they are in during the school day - for example, if only one or two children are attending wraparound provision from the same school day bubble - schools and external providers may need to group children with others from outside their school day bubble or from a different school, where children from multiple schools are attending provision. If schools or external providers need to do this, they should seek to keep children in small, consistent groups with the same children each time, as far as this is possible.</li> <li>• We recognise that schools may need to respond flexibly and build their wraparound provision up over time. Such provision will however help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.</li> <li>• Schools can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children, as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit</li> </ul>				
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				<p>the number of different out-of-school settings providers they access, as far as possible. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE has also issued guidance for parents and carers, which schools may want to circulate.</p> <ul style="list-style-type: none"> <li>Schools may also choose to open up or hire out their premises for use by external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. In doing so, schools should ensure they work with providers to consider how they can operate within their wider protective measures and should also have regard to any other relevant government guidance. For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities.</li> </ul> <p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>Schools should consider updating their behaviour policies with any new rules and consider how to communicate their updated policies clearly and consistently to staff, pupils and parents. They should set clear, reasonable and proportionate expectations of pupil behaviour. Further details are available in the guidance on behaviour and discipline in schools. Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules. They should also set out how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood and consistently supported, taking account of individual needs. They should also consider how to build new expectations into their rewards system.</li> <li>Adverse experiences or lack of routines of regular attendance and classroom discipline may contribute to disengagement with</li> </ul>				
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				<p>education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</p> <ul style="list-style-type: none"> <li>We acknowledge that 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 partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.</li> <li>To assist all school leaders and staff in welcoming back all pupils, we have published a tool for mainstream schools to support the re-engagement of pupils and the return to orderly and calm environments in which all pupils can achieve and thrive.</li> <li>The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort and must be lawful, reasonable, and fair. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations.</li> <li>Schools, should, as far as possible, avoid permanently excluding any pupil with an education, health and care (EHC) plan, or a looked-after child. Where a 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</li> </ul>				
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				<p>help the school decide how to help the child and avoid exclusion becoming necessary.</p> <ul style="list-style-type: none"> <li>• Where a previously looked-after child is at risk of exclusion, the designated teacher should speak with the child’s parent or guardian and seek advice from their virtual school head.</li> <li>• Pre-empting that a pupil may commit a disciplinary offence, and thus not allowing a pupil to attend school, is an unlawful exclusion.</li> <li>• Schools should 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.</li> <li>• Any disciplinary exclusion of a pupil from a school, even for short periods of time, must follow the statutory procedure. 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.</li> <li>• Schools should be mindful that it is unlawful to punish a child for the actions of their parents, and to consider this when applying sanctions (for example refusing to allow a pupil to class because their parents did not attend a meeting or because the parents brought the pupils to school late would be unlawful).</li> <li>• Ofsted will continue to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken by parents without pressure from their school.</li> </ul> <p><b>Contingency Plans</b></p> <ul style="list-style-type: none"> <li>• For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See the section on remote education support.</li> <li>• In local areas, where restrictions have been implemented for certain sectors (from national direction), we anticipate that</li> </ul>				
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				<p>schools will usually remain fully open to all. There is an additional requirement that face coverings should be worn by staff and students, in schools and colleges, from year 7 and above, outside classrooms when moving around communal areas where social distancing cannot easily be maintained.</p> <ul style="list-style-type: none"> <li>• However, there may be exceptional circumstances in which some level of restriction to attendance at schools is required in a local area. The Department of Health and Social Care (DHSC) has updated their contain framework to include an overview of the tiers of intervention for schools and colleges when managing local outbreaks and implementing restrictions.</li> <li>• We have also published guidance for decision makers at mainstream schools with secondary year groups, to help them plan for a schools tier 2 rota model if required. In the event of local restrictions on schools and colleges being required, we will publish further operational guidance for schools and colleges in the affected area, in order to notify them of restrictions and support them to implement their contingency plans in their local context.</li> </ul> <p><b>Ventilation</b></p> <ul style="list-style-type: none"> <li>• 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 a variety of measures including:</li> <li>• mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)</li> <li>• natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air. Keep blinds open where possible to maximise airflow in rooms.</li> </ul>				
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				<ul style="list-style-type: none"> <li>natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</li> <li>Further advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak (<a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</a>) and CIBSE coronavirus (COVID-19) advice (<a href="https://www.cibse.org/coronavirus-covid-19/coronavirus,-sars-cov-2,-covid-19-and-hvac-systems">https://www.cibse.org/coronavirus-covid-19/coronavirus,-sars-cov-2,-covid-19-and-hvac-systems</a>)</li> <li>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</li> <li>opening high level windows in preference to low level to reduce draughts</li> <li>increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</li> <li>providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform</li> <li>rearranging furniture where possible to avoid direct drafts</li> </ul> <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p>				
2	Coronavirus spread from one country to another	4	3	12	<ul style="list-style-type: none"> <li>Current UK Government Travel guidelines will be followed.</li> <li>Where necessary the Head Teacher will instruct all pupils and staff who have travelled abroad to adhere to current government guidelines and “(Self-isolate for 14 days at a declared UK address”).</li> </ul>	4	1	4
3	Staff and Pupils who have received medical advice regarding social distancing, shielding due to underlying health condition or classed as a vulnerable person	4	4	16	<ul style="list-style-type: none"> <li>The school has liaised with their staff and parents to ascertain which members of staff and students are at higher or moderate risk from coronavirus.</li> <li>Where necessary the school has carried out Vulnerable Persons risk assessment, reviewed Educational Care Plans and conducted a Needs Assessment.</li> <li>Staff and Parents will follow the advice given to them by their/or their child’s General Practitioner.</li> </ul>	4	2	8

	because a member of their household is vulnerable, or they are from the BAME community.				<ul style="list-style-type: none"> <li>• Staff and Parents have a responsibility to keep their/the manager/head teacher informed of any changes to their/or their child's condition or the advice given to them by their/or their child's General Practitioner.</li> <li>• The School have reviewed each individual case to ensure all necessary precautions are in place to protect each vulnerable person.</li> <li>• Temporary adjustments when necessary will be put in place.</li> <li>• New advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) was published on 13 October. The guidance provides advice on what additional measures individuals in this group can take tailored to each Local COVID Alert Level.</li> <li>• All staff can continue to attend school at all Local COVID Alert levels.</li> <li>• In the future, the government will only reintroduce formal restrictive shielding advice in specific local areas at very high alert level with exceptional circumstances where this has been advised by the Chief Medical officer, and only for a limited period of time. The government will write to individuals to inform them if they are advised to follow formal shielding and not attend the workplace.</li> <li>• Further guidance to the clinically extremely vulnerable is available.</li> <li>• <b>Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice</b></li> </ul>				
4	<p>Staff and Pupils showing signs or confirmed of having Coronavirus</p> <p>Or a member of their household is suspected or confirmed with having Coronavirus</p>	4	2	8	<ul style="list-style-type: none"> <li>• Staff and Pupils are instructed <b>NOT</b> to attend classes if they or a member of their household are displaying Coronavirus symptoms or they have received notification from the NHS Test and Trace to self-isolate as they have been in close contact with someone.</li> <li>• Staff and Pupils are asked to follow the advice of the NHS/GP and should self-isolate for 10 to 14 days.</li> <li>• Up on instruction of the NHS/GP all persons and persons linked to a person showing signs of coronavirus may be tested.</li> <li>• Staff have a legal obligation to adhere to NHS Test and Trace self-isolation rules</li> </ul>	4	1	4	

	Or contacted through the NHS Test and Trace				<a href="https://www.gov.uk/government/news/new-legal-duty-to-self-isolate-comes-into-force-today">https://www.gov.uk/government/news/new-legal-duty-to-self-isolate-comes-into-force-today</a> <ul style="list-style-type: none"> <li>All Staff and Parents have a responsibility to inform the school immediately of the result of the COVID-19 test (Negative/Positive)</li> <li>A staffing plan is in place to ensure safe staffing levels are achievable, agreed established and monitored appropriate to group sizes/ pupil needs and the activities required.</li> </ul>				
5	Lack of control over contractors/visitors coming onto site	4	2	8	<ul style="list-style-type: none"> <li>During school hours No contractor or visitor will be allowed onto the school premises or into the school building without an appointment or permission from the Head Teacher.</li> <li>All contractors and visitors are instructed to report to the Main school reception upon arrival.</li> <li>All contractors and visitors will be instructed to adhere all social distancing school rules.</li> <li>All contractors and visitors are asked for verbal or written evidence to confirm that:                             <ol style="list-style-type: none"> <li>I am at present not suffering from any symptoms or have tested positive for coronavirus within the last 14 days.</li> <li>No member of my household or support bubble are displaying symptoms or have tested positive for coronavirus within the last 14 days.</li> <li>I have not travelled abroad to any country outside of the 'travel corridor' with in the last 14 days.</li> <li>I have not been contacted by the NHS Test and Trace service within the last 14 days.</li> </ol> </li> <li>The school reserves the right to deny access or request a person to leave the school premises if the person was deemed to be displaying coronavirus symptoms or being aggressive or abusive to school staff</li> <li>it may be appropriate for schools to consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible</li> </ul>	4	1	4	
6	Staff and Pupils displaying symptoms.	4	3	12	<p><b>Whilst on site.</b></p> <ul style="list-style-type: none"> <li>The School will be notified immediately.</li> <li>Staff and Pupils displaying symptoms of Coronavirus will be sent home.</li> <li>All remaining Staff and Pupils will be kept informed of the persons condition and asked to monitor their own health.</li> </ul>	4	2	8	

				<ul style="list-style-type: none"> <li>• If required a suspected coronavirus letter will be sent home with each pupil and parents/cares are asked to monitor the health of their child.</li> <li>• Where necessary the infected person will be moved to a designated isolation room whilst they await medical assistance and/or arrangements are made for the person to be collected and taken home.</li> <li>• Suitable PPE is available for First Aiders or staff providing care when a distance of 2 metres cannot be maintained.</li> <li>• Staff and Pupils who have been in contact with the ill person will wash their hands thoroughly for 20 seconds.</li> <li>• Up on instruction of the NHS/GP all persons showing signs of coronavirus will be tested.</li> <li>• All Staff and Pupils have a responsibility to inform the school immediately of the result of the COVID-19 test (Negative/Positive)</li> <li>• A staffing plan is in place to ensure safe staffing levels are achievable, agreed established and monitored appropriate to group sizes/ pupil needs and the activities required.</li> </ul> <p><b>Positive Result</b></p> <ul style="list-style-type: none"> <li>• The Head Teacher Must report all positive cases of coronavirus to the DfE Helpline Team on 0800 046 8687 option 1. This Triage team will put you through to a team of advisers who will inform you of what action is needed based on the latest public health advice.</li> <li>• The Head Teacher will also notify Compliance Education and School Governors/Trust/LA</li> <li>• Where necessary the Head Teacher will also notify Ofsted if a member of the Early Years staff or children test positive.</li> <li>• Coronavirus Letter will be sent out to all Parents and Staff who have had contact with the ill person (This is provided by LHPT)</li> </ul> <p>The school will work closely with the Triage Team and/or Local Health Protection Team and follow there advise, even if this means sending large groups of staff and pupils ' home or the complete closure of the school.</p> <ul style="list-style-type: none"> <li>• Where possible classrooms are secured and left for 48 to 72 hours before a <b>DEEP CLEAN</b> is carried out. This will allow time for the virus to naturally die and will</li> </ul>						<p>Check with your Local Authority as some councils have set up their own Triage Team example Liverpool</p>
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				<p>protect the cleaning staff.</p> <ul style="list-style-type: none"> <li>• Due to the demand and therefore the delay of coronavirus testing results, the school may arrange to have all areas, surfaces and equipment a symptomatic person has touched or may have touched thoroughly cleaned and disinfected.</li> <li>• Follow the System of controls:</li> </ul> <p>Prevention</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 2) Where recommended, the use of face coverings in schools.</li> <li>• 3) Clean hands thoroughly more often than usual.</li> <li>• 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</li> <li>• 5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.</li> <li>• 6) Minimise contact between individuals and maintain social distancing wherever possible.</li> <li>• 7) Where necessary, wear appropriate personal protective equipment (PPE).</li> <li>• 8) Always keeping occupied spaces well ventilated.</li> <li>• Numbers 1 to 5, and number 8, must be in place in all schools, all the time.</li> <li>• Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.</li> <li>• Number 7 applies in specific circumstances.</li> </ul> <p>Response to any infection</p> <ul style="list-style-type: none"> <li>• 9) Engage with the NHS Test and Trace process.</li> <li>• 10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.</li> <li>• 11) Contain any outbreak by following local health protection team advice.</li> </ul>			
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				<ul style="list-style-type: none"> <li>Numbers 9 to 11 must be followed in every case where they are relevant.</li> </ul>				
7	Unable to social distance on public transport	4	3	12	<ul style="list-style-type: none"> <li><b>Dedicated school transport</b> <ul style="list-style-type: none"> <li>Staff and pupils are advised to practice social distancing</li> <li>Where possible pupils are grouped together on transport which reflects the POD or year group adopted by the school</li> <li>Hands are sanitised upon boarding and/or/disembarking</li> <li>The School vehicle is cleaned regularly.</li> <li>pupils are instructed to maintain an orderly queue and where possible seated in order of dismemberment.</li> <li>All pupils will wear a face covering if they are likely to come into contact with people outside their group/POD.</li> </ul> </li> <li><b>Public Transport</b> <ul style="list-style-type: none"> <li>Staff and pupils are advised to practise social distancing</li> <li>All Staff and pupils will wear a face covering</li> <li>The school will endeavour to encourage staff and pupils to walk or cycle to school or will look at stagger start and finish times to ease the congestion on public transport</li> </ul> </li> <li><b>Car Sharing or Parents picking pupils up</b> <ul style="list-style-type: none"> <li>All Staff and pupils 11yrs and over will wear a face covering if they are traveling with a person from another household.</li> <li>Parents are responsible for the safety of their own children; Parents will arrange all travel arrangements between themselves.</li> </ul> </li> <li><b>Cycling</b> <ul style="list-style-type: none"> <li>The school has adequate/installed further bicycle security sheds/racks.</li> </ul> </li> <li><b>Training for removing face coverings</b> <ul style="list-style-type: none"> <li>Where necessary the school will provide safe instruction to all Staff and pupils on the importance of wearing a face covering and how to put it on and remove safely.</li> </ul> </li> </ul>	4	1	4
8	Unable to social distance when administering first aid	5	2	10	<ul style="list-style-type: none"> <li>The school will ensure an adequate number of First Aiders (First Aid at Work, Emergency First Aid) are always available.</li> <li>The school will ensure staff requalification dates have not lapsed.</li> <li>The school will ensure all First Aiders receive refresher training to ensure they are:</li> </ul>	5	1	5

				<ul style="list-style-type: none"> <li>▪ Aware of the risks to themselves and others when approaching a casualty and the risk of cross contamination.</li> <li>▪ Aware of the importance to keep themselves safe (wear PPE, hand washing, CRP safety) etc.</li> <li>▪ Aware of the importance to keep up to date with relevant First Aid Advice</li> <li>▪ Aware of their own capabilities</li> </ul> <p><a href="https://www.sja.org.uk/get-advice/first-aid-advice/covid-19-advice-for-first-aiders/">https://www.sja.org.uk/get-advice/first-aid-advice/covid-19-advice-for-first-aiders/</a></p> <p><b>RIDDOR</b></p> <ul style="list-style-type: none"> <li>• The school will work closely with the Local Health Protection Team and follow their advice</li> <li>• The school will contact Compliance Education/Trust/LA immediately to report any confirmed Coronavirus cases or serious injuries as it may be necessary to file an HSE RIDDOR report.</li> </ul>				
9	Unable to social distance during an emergency	5	2	10	<ul style="list-style-type: none"> <li>• Fire Risk Assessment completed in accordance with the Regulatory Reform (Fire Safety) Order 2005.</li> <li>• All alarm and emergency lighting systems are maintained by appointed competent contractor.</li> <li>• The COVID-19 fire procedure is explained to all staff members before the school reopens to pupils.</li> <li>• Regular fire evacuation drills are practised termly as a minimum.</li> <li>• All staff members receive fire awareness training at regular intervals.</li> <li>• Smoking is prohibited in the building in line with current legislation.</li> <li>• All alcohol-based hand sanitiser is situated far away from naked flames.</li> <li>• Alternative non-alcohol-based hand sanitisers are used in kitchens etc</li> </ul>	5	1	5
10	Persons not following Social Distancing rules	4	3	12	<ul style="list-style-type: none"> <li>• Staff and pupils repeatedly disobeying the rules will be managed immediately.</li> </ul> <p><a href="https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools">https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools</a></p> <ul style="list-style-type: none"> <li>• The School will do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</li> </ul>	4	1	4

				<ul style="list-style-type: none"> <li>All staff and pupils are instructed in the importance of minimising contact and practising social distancing where possible.</li> </ul> <p>This includes etc:</p> <ul style="list-style-type: none"> <li>Following all temporary alterations to the school’s routine and procedures that have been implemented by the Head Teacher and SMT/SLT to protect both the staff and pupils</li> <li>Staff and pupils are required to wash their hands for 20 seconds regularly throughout the day. Hand Sanitiser units are strategically placed around the building to supplement hand washing.</li> <li>Staff and pupils are instructed to wash their hands before and after using equipment and eating, on arrival and when leaving their POD/bubble.</li> <li>Staff and pupils are encouraged to cover their mouth and nose with a tissue. ‘catch it, bin it, kill it’</li> <li>Cleaning routines have been enhanced.</li> <li>The school timetable has been adjusted to factor in the need to stagger access/egress, breaks, lunch etc in order to reduce movement around the building.</li> <li>Where possible staff and pupils will refrain from having close face to face contact with another person.</li> <li>Staff are instructed to socially distance at all times from pupils and other members of staff.</li> <li>Staff and pupils are discouraged from gathering in large close groups.</li> <li>Staff and pupils are instructed to keep to the left-hand side of the corridor and stairs whilst walking around site.</li> <li>The Head Teacher reserves the right to agree to or ask staff and/or visitors to wear a face covering whilst in school where social distancing is not possible.</li> </ul>				
11	Lack of Social Distancing around site and in classrooms.	4	3	<p>12</p> <p>The Head Teacher together with their SMT/SLT have put together a school plan which details all the new processes and procedures the school have put in place to ensure a COVID-Secure and Safe Environment for all staff, pupils and visitors.</p> <p><b>Outside the classroom:</b></p> <ul style="list-style-type: none"> <li>The school stagger starts and finish times.</li> </ul>	4	1	4	



				<ul style="list-style-type: none"> <li>• The school will encourage parents as far as reasonably possible to refrain from gathering together outside the school gates.</li> <li>• Where possible pupils will access their POD's/Bubbles directly.</li> <li>• A robust system for dropping off and picking up of pupils has been implemented.</li> <li>• Bubbles/POD's are kept apart, meaning that the school avoids large gatherings such as assemblies or collective worship with more than one Bubble/POD.</li> <li>• School meals are served in the hall on a Bubble/POD rota bases, all tables and chairs are cleaned before the next Bubble/POD is due.</li> <li>• School meals consist of packed lunches which are delivered to each Bubble/POD and left outside the classroom door.</li> <li>• School meals consist of a mixture of hot and packed lunches, children on hot meals are served in the hall on a Bubble/POD rota bases, all tables and chairs are cleaned before the next Bubble/POD is due. and those on package lunch will eat within their bubble classroom or designated outside space.</li> <li>• Movement along corridors is kept to a minimum.</li> <li>• The school has assessed and where possible have put measures in place which avoids pupils moving from one POD/Bubble to another and ensures where possible pupils do not need to move through another POD/Bubble to get to the toilet.</li> <li>• All outside areas have been assessed and where possible each Bubble/POD has been designated its own outside area, where this is not possible a bubble/pod rota has been put in place.</li> </ul> <p><b>Within the Bubble/POD</b></p> <ul style="list-style-type: none"> <li>• In order to reduce the risk of transmission all pupils are kept in consistent groups/POD's/Bubbles</li> <li>• Pupils who are old enough, are seated at forward facing desks, laid out side by side.</li> <li>• Older pupils are encouraged to keep their distance.</li> <li>• Teachers are situated at the front of the class in their own designated teaching zone, so that as far as reasonably practicable teachers can maintain a social distance (2 metres)</li> </ul>			
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				<ul style="list-style-type: none"> <li>• Teachers where possible will adapt teaching and caring styles to minimise face-to-face contact.</li> <li>• Teachers who operate across different class bubbles/pod's in order to facilitate the delivery of the school timetable are instructed on the importance of maintaining a distance between the children in each bubble and other staff.</li> <li>• Where social distancing cannot be maintained the risk is reduced by keeping children in smaller class sizes and staff avoid face-to-face contact</li> <li>• The ventilation in each room has been assessed, where necessary air conditioning units have been set to fresh air intake only, windows and none-fire doors are opened.</li> <li>• Rooms where ventilation is poor have been assessed separately and are only used to conduct short, small group invention sessions.</li> <li>• Each pupils is allocated their own pens, pencils etc.</li> <li>• All learning resources that are shared between Bubbles/PODs are cleaned or where possible placed in isolation for 48-72 hours before cleaned and used by another Bubble/POD</li> <li>• When it is deemed vital to our pupils learning, will we introduce a homework and reading book timetable that will take into consideration the risk of cross contamination between home and school. All books and homework brought back into school for marking are placed in isolation for 48-72 hours before being marked by the teacher.</li> <li>• Marking homework will take place in school to reduce the risk of cross-contamination.</li> </ul> <p><b>Early Years Foundation Stage</b></p> <ul style="list-style-type: none"> <li>• All soft furnishings, hard to clean equipment and excess furniture has been removed from the Bubble to enable the ease of cleaning and to provide more space to aid social distancing.</li> <li>• As we take children between 2 to 5yrs. The school ensures that at least one member of staff holds a current Paediatric First Aid certificate on occasions when this is not possible due to staffing issues the school will ensure that someone with a current First Aid at Work or Emergency Paediatric First Aider is in attendance.</li> <li>• EYFS Staff to child ratios are adhered to and when necessary any new entrants (level 2 or 3) are counted as a member of</li> </ul>			
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				<p>staff even if the have not completed a Paediatric First Aider course. (EYFS have agreed to waiver this rule due to COVID)</p> <ul style="list-style-type: none"> <li>All essential professionals such as social workers, speech and language therapists or counsellors, or professional EHC support workers only attend if they need to and visits are kept to a minimum.</li> <li>All nonessential external providers that are not directly required for children’s health and wellbeing, have been suspended</li> </ul> <p><b>Nappy or Pad Changing</b></p> <ul style="list-style-type: none"> <li>Parents/carers are requested to ensure their child has a clean new nappy/pad on when they arrive at school. This is to minimise the number of nappy/pad changers throughout the day.</li> <li>Where possible staff are to stand side-on when changing nappies/pads and to wipe away from themselves.</li> <li>Suitable personal protective equipment is available Disposable gloves Fluid resistant type IIR surgical mask <b>Only</b> if you suspect the child may have coronavirus as you will be within the 2 metres social distancing rule.</li> <li>Once used all PPE is disposed of together with the nappy.</li> <li>Hands are washed before and after each nappy/pad change.</li> <li>Handwashing facilities are available i.e. hot water, soap, hand sanitiser, paper towels etc.</li> <li>Pregnant staff or staff with a low immune system must take care and use the precautions available when dealing with bodily fluids</li> <li>Where possible potty training should be implemented</li> </ul> <p><b>Site Manager/Caretaker and Cleaners/Cleaning Contractors</b></p> <ul style="list-style-type: none"> <li>Ensure all predetermined routes are clearly sign posted/marked.</li> <li>Protective screening is erect where required</li> <li>All unnecessary furniture is removed and stored safety.</li> <li>All internal ventilation symptoms are checked to ensure they comply with current guidance and are maintained.</li> <li>The school will manage contractors to ensure all works carried out do not have an impact on the staff and pupils health.</li> </ul>			
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				<ul style="list-style-type: none"> <li>• The Caretaker/Cleaners will ensure that there are adequate supplies of tissues, soap, hot water, paper towels and that bins are emptied regularly.</li> <li>• The Caretaker will decommission water fountains.</li> <li>• The Caretaker/Cleaners will ensure alcohol (&gt;60%) hand sanitiser/gel is made available to the whole school for more hygienic hand washing</li> <li>• The Infectious Control cleaning routine is implemented for both general daily cleaning and the deep cleaning of the school.</li> <li>• Rota's are implemented or adapted to ensure the school is cleaned and maintained regularly throughout the day</li> <li>• Will check cleaning product, handwashing/drying, hand sanitizer and PPE stock levels are maintained.</li> <li>• Will ensure Material Safety Data Sheets (MSDS) and COSHH Risk Assessments are obtained for all cleaning products used.</li> <li>• Will ensure they use and dilute the cleaning products as per the product information sheet and/or the MSDS and COSHH risk assessment</li> <li>• Vending machines are wiped down regularly.</li> </ul> <p><b>Catering Manager Department/Contractor</b></p> <p><a href="https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19">https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19</a></p> <ul style="list-style-type: none"> <li>• The Catering Manager/Contractor will ensure relevant staff have Food Hygiene Certificates or other training in Food Handling.</li> <li>• The catering staff will ensure all stored food that requires refrigeration, is covered and dated within a refrigerator, at a temperature of 5°C or below.</li> <li>• The catering staff will ensure food is bought from reputable sources and used by recommended date.</li> <li>• The Catering staff will ensure personal hygiene and handwashing is maintained.</li> <li>• The Catering Manager/Contractor will adjust the kitchen cleaning rota and routine to ensure the kitchen is cleaned thoroughly throughout the day.</li> <li>• The catering staff will clean and disinfect food storage and preparation areas.</li> <li>• The catering staff will ensure a clean uniform is worn each day.</li> </ul>			
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				<ul style="list-style-type: none"> <li>• The Catering Manager/Contractor will ensure PPE is worn when preparing and serving food (gloves, hair net/hat, apron?)</li> <li>• The Catering Manager/Contractor will review their menu to reduce the number of catering staff in the kitchen at any one time.</li> <li>• The Catering Manager/Contractor will plan their meals to reflect the equipment needed and its location.</li> <li>• The Catering Manager/Contractor will look at ways to protect staff whilst serving.</li> <li>• Screen have been erected where necessary</li> <li>• Contactless payments are implemented</li> </ul> <p><b>Library Department</b></p> <ul style="list-style-type: none"> <li>• The School will keep abreast of all current guidelines in relation to library safety.</li> <li>• The school will review their staff rota so social distancing in the office is maintained.</li> <li>• The school will review their collection and return books process.</li> <li>• The school will monitor and manage the number of persons in the library at any one time.</li> <li>• Rooms are well ventilated</li> </ul> <p><b>Drama, Music etc</b></p> <ul style="list-style-type: none"> <li>• The Head Teacher will keep abreast of all current guidelines in relation to their specialist subjects.</li> <li>• All existing lesson risk assessments will be reviewed and adjusted with coronavirus in mind</li> <li>• Staff will keep their distance from pupils and other staff as much as possible (ideally 2metres)</li> <li>• Group numbers will be limited to allow for social distancing, group activity and movement.</li> <li>• Peripatetic teachers can move between schools, for instance, but you should consider how to minimise the number of visitors where possible. They will be expected to comply with arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupil</li> </ul> <p><b>Playing Outdoors</b></p>			
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			<ul style="list-style-type: none"> <li>• Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.</li> </ul> <p><b>Playing Indoors</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Background music should be managed so staff and pupils do not need to raise their voices unduly.</li> </ul> <p><b>Singing, wind and brass playing</b></p> <ul style="list-style-type: none"> <li>• 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 as described below can be maintained.</li> <li>• Singing, wind and brass playing should NOT take place in large groups</li> <li>• A natural airflow of (at least 10l/s/person)</li> <li>• Strict social distancing and the following are maintained.</li> </ul> <p><b>Social Distancing</b></p> <ul style="list-style-type: none"> <li>• The activity should take place in smaller groups</li> <li>• Strict social distancing is maintained between each singer and player, and between singers and conductor or other musician(s)</li> <li>• Current guidance is that all face-to-face activities should be completed with a 2-metre gap between persons.</li> </ul> <p><b>Seating Positions</b></p> <ul style="list-style-type: none"> <li>• Pupils should be positioned back-to-back or side-to-side when playing or singing</li> <li>• Wind and brass player should be positioned so the air from the instrument does not blow into another player.</li> </ul> <p><b>Microphones</b></p> <ul style="list-style-type: none"> <li>• Microphones can be used but not shared.</li> <li>• Use microphones where possible or encourage singing quietly</li> </ul> <p><b>Handling Equipment and Instruments</b></p> <ul style="list-style-type: none"> <li>• Staff and pupils should wash their hands before and after handling equipment or instruments</li> </ul>			

				<ul style="list-style-type: none"> <li>• Avoid sharing equipment (place name labels on equipment).</li> <li>• 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</li> <li>• Where possible the instrument should be cleaned by the pupil playing them</li> </ul> <p><b>PE etc</b></p> <ul style="list-style-type: none"> <li>• The Head Teacher will keep abreast of all current guidelines in relation to their specialist subjects.</li> <li>• All existing lesson risk assessments will be reviewed and adjusted with coronavirus in mind</li> <li>• Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls</li> <li>• 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.</li> <li>• Schools must only provide team sports on the list available at return to recreational team sport framework</li> <li>• Pupils are kept in consistent groups</li> <li>• Sports equipment is thoroughly cleaned between each use by different individual groups</li> <li>• Outdoor sports are prioritised where possible and large indoor spaces used where it is not.</li> <li>• Maximising distancing between pupils</li> <li>• Scrupulous attention to cleaning and hygiene - this is particularly important in a sport setting because of the way in which people breathe during exercise.</li> </ul> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation</a></p> <p><a href="https://www.sportengland.org/how-we-can-help/coronavirus">https://www.sportengland.org/how-we-can-help/coronavirus</a></p> <p><a href="https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf">https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf</a>.</p> <p><b>Offices/Reception</b></p>			
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12				<ul style="list-style-type: none"> <li>• A staff rota is in place in order to maintain social distancing in offices.</li> <li>• Where possible staff are asked to work from home.</li> <li>• Where necessary temporary offices are created around the school and/or screens are erected.</li> <li>• Touch points on equipment will be wiped down regularly.</li> </ul> <p><b>Reception Area</b></p> <ul style="list-style-type: none"> <li>• The reception desk is fully enclosed with a screen</li> <li>• A protective screen has been installed to the reception desk.</li> <li>• Only essential visitors and contractors are allowed on site and by appointment only.</li> <li>• Visitors are discouraged from gathering in large groups.</li> <li>• All unnecessary furniture in the reception area has been removed.</li> <li>• Where possible staff will refrain from having close face to face contact with others</li> <li>• Rooms are well ventilated</li> </ul> <p><b>See School Plan for further details on how each department will manage and implement COVID safety measures.</b></p>					
12	Pupils mixing with other groups during Extra-curricular Provision	4	3	12	<ul style="list-style-type: none"> <li>• The school has assessed the need to resume breakfast and after-school provision.</li> <li>• The school can offer breakfast/after-school provision from ???????.</li> <li>• Pupils where possible will be placed in year group POD.</li> <li>• A basic breakfast will be provided.</li> <li>• Physical sports and activity groups will follow the same regulations as the PE curriculum</li> </ul> <p><a href="https://www.sportengland.org/how-we-can-help/coronavirus">https://www.sportengland.org/how-we-can-help/coronavirus</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation</a></p>	4	1	4	



13	Lack over control over external clubs hiring the school facilities	4	3	12	<ul style="list-style-type: none"> <li>The school will only allow external clubs and organisations to use/hire their facilities when it is ready and feels the school, the club or organisation can maintain a COVID-safe environment.</li> <li>The school will ensure all necessary building and grounds comply with government, sports, and performing arts guidance (example ventilation, Swimming Pool water PH-7.0)</li> <li>Schools will carry out all necessary due-diligence to ensure the club or organisation hiring the facilities have all the necessary qualifications and have provided the school with sufficient information on how they will ensure all persons attending and your facilities will be kept COVID-safe.</li> <li>A COVID contract will be drawn up.</li> <li>Where necessary a Coronavirus QR code will be obtained via <a href="https://www.gov.uk/create-coronavirus-qr-poster">https://www.gov.uk/create-coronavirus-qr-poster</a> and displayed</li> </ul>	4	1	4	
14	Arranging and/or attending inappropriate Educational Visits	4	3	12	<ul style="list-style-type: none"> <li>No overnight UK or Overseas Educational Visits will be organised or take place until it is deemed safe to do so.</li> <li>The school Educational Visits Co-ordinator is responsible for arranging none-overnight domestic educational visits.</li> <li>All none-overnight educational visits will be arranged with both educational value and coronavirus in mind.</li> <li>All Educational Visits will be checked and approved by the Head Teacher prior to the trip taking place.</li> <li>Each educational visit will be recorded on EVOLVE and will be checked by your EVOLVE Officer. (Compliance/Local Authority)</li> <li>EYFS trips to parks and public spaces are restricted to small groups in line with the wider government or local guidance Example the 'rule of 6' and social distancing from all other park users is maintained.</li> </ul>	4	1	4	
15	Unable to stop the virus from spreading <b>Personal Hygiene</b>	4	3	12	<p><b>Transmission</b></p> <ul style="list-style-type: none"> <li>The virus that causes COVID-19 is mainly transmitted through droplets generated when an infected person coughs or sneezes.</li> <li>This virus can be readily isolated from respiratory secretions.</li> <li>There are two routes by which COVID-19 can be spread: directly from close contact with an infected person (within 2 metres) where respiratory secretions can enter the eyes, mouth, nose or airways - this risk increases the longer</li> </ul>	4	1	4	

				<p>someone has close contact with an infected person who has symptoms.</p> <ul style="list-style-type: none"> <li>Secondly, indirectly by touching a surface, object or the hand of an infected person that has been contaminated with respiratory secretions and then touching one's own mouth, nose, or eyes.</li> </ul> <p><b>Handwashing</b></p> <ul style="list-style-type: none"> <li>Handwashing is one of the most important ways of controlling the spread of infections,</li> <li>The recommended method is the use of liquid soap, warm water and paper towels.</li> <li>Always wash hands after using the toilet, before eating or handling food, and after handling animals.</li> </ul> <p><b>Coughing and sneezing</b></p> <ul style="list-style-type: none"> <li>Coughing and sneezing easily spread infections. Persons are encouraged to cover their mouth and nose with a tissue.</li> <li>Wash hands after using or disposing of tissues.</li> <li>Spitting should be discouraged.</li> </ul> <p><b>Personal protective equipment (PPE).</b></p> <ul style="list-style-type: none"> <li>PPE for cleaners as per MSDS and/or COSHH risk assessments</li> <li>PPE for cleaners when completing a Deep Clean</li> <li>The correct PPE should be used when handling cleaning chemicals.</li> <li>PPE is worn as per the cleaning chemicals COSHH risk assessment or MSDS.</li> <li>PPE is worn by First Aiders</li> </ul> <p><b>Nappy or Pad Changing (PPE)</b></p> <ul style="list-style-type: none"> <li>Disposable gloves</li> <li>Fluid resistant type IIR surgical mask Only if you suspect the child may have coronavirus as you will be within 2 metres social distancing rule</li> </ul>					
16	Unable to stop the virus from spreading <b>General Cleaning</b>	4	3	12	<p><b>Cleaning of the environment,</b></p> <ul style="list-style-type: none"> <li>The school is cleaned with normal household disinfectant.</li> <li>All surfaces that the symptomatic person has come into contact with must be cleaned and disinfected, including:</li> <li>Objects which are visibly contaminated with body fluids.</li> <li>All potentially contaminated high-contact areas such as bathrooms, door handles, telephones, grab-rails in corridors and stairwells</li> </ul>	4	1	4	

17				<ul style="list-style-type: none"> <li>• Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings.</li> <li>• Monitor cleaning contracts and ensure cleaners are appropriately trained with access to PPE</li> </ul> <p><b>Cleaning of blood and body fluid spillages.</b></p> <ul style="list-style-type: none"> <li>• All spillages of blood, faeces, saliva, vomit, nasal and eye discharges should be cleaned up immediately (always wear PPE).</li> <li>• When spillages occur, clean using a product that combines both a detergent and a disinfectant. Use as per manufacturer’s instructions and ensure it is effective against bacteria and viruses and suitable for use on the affected surface.</li> <li>• Never use mops for cleaning up blood and body fluid spillages – use disposable paper towels and discard clinical waste as described below. A spillage kit should be available for blood spills.</li> </ul> <p><b>Clinical waste.</b></p> <ul style="list-style-type: none"> <li>• Always segregate domestic and clinical waste, in accordance with local policy.</li> <li>• Used nappies/pads, gloves, aprons and soiled dressings should be stored in correct clinical waste bags in foot-operated bins.</li> <li>• All clinical waste must be removed by a registered waste contractor.</li> <li>• All clinical waste bags should be less than two-thirds full and stored in a dedicated area.</li> </ul>				
	Failure to Deep Clean the school after a member of staff or child is suspected of having coronavirus COVID-19	4	3	12	<p><b>Deep Cleaning.</b></p> <ul style="list-style-type: none"> <li>• The school is cleaned with normal household disinfectant after someone with the suspected coronavirus COVID-19 has left to reduce the risk of others being infected.</li> <li>• Where possible the area is closed and secure for 48 to 72 hours before the commencement of the deep cleaning.</li> <li>• Suitable personal protective equipment is available Fluid resistant type IIR surgical mask Disposable gloves and apron Disposable eye protection (where there is a risk of splashing).</li> <li>• Once used all PPE is disposed of</li> </ul>	4	1	4

				<ul style="list-style-type: none"> <li>• Hands are washed before and after cleaning for at least 20 seconds.</li> <li>• Handwashing facilities are available i.e. hot water, soap, hand sanitiser, paper towels etc.</li> <li>• Pregnant staff or staff with a low immune system must take care and use the precautions available when dealing with bodily fluids</li> </ul> <p><b>Cleaning of the environment,</b></p> <ul style="list-style-type: none"> <li>• Public areas where a symptomatic individual has passed through and spent minimal time, such as corridors, but which are not visibly contaminated with body fluids can be cleaned thoroughly as normal.</li> <li>• All surfaces that the symptomatic person has come into contact with must be cleaned and disinfected, including:</li> <li>• Objects which are visibly contaminated with body fluids</li> <li>• All potentially contaminated high-contact areas such as bathrooms, door handles, telephones, grab-rails in corridors and stairwells</li> <li>• Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings, following one of the options below:</li> <li>• Use either a combined detergent disinfectant solution at a dilution of 1,000 parts per million available chlorine</li> <li>• A household detergent followed by disinfection (1000 ppm av.cl.). Follow manufacturer’s instructions for dilution, application and contact times for all detergents and disinfectants</li> <li>• If an alternative disinfectant is used within the school, this should be checked and ensure that it is effective against enveloped viruses</li> <li>• Avoid creating splashes and spray when cleaning.</li> <li>• Any cloths and mop heads used must be disposed of and should be put into waste bags as outlined below.</li> <li>• When items cannot be cleaned using detergents or laundered, for example,</li> <li>• Upholstered furniture and mattresses, steam cleaning should be used.</li> <li>• Any items that are heavily contaminated with body fluids and cannot be cleaned by washing should be disposed of.</li> </ul>				
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				<ul style="list-style-type: none"> <li>• If possible, keep an area closed off and secure for 72 hours. After this time the amount of virus contamination will have decreased substantially, and you can clean as normal with your usual products.</li> </ul> <p><b>Clinical waste.</b></p> <ul style="list-style-type: none"> <li>• Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues):</li> <li>• 1. Should be put in a plastic rubbish bag and tied when full.</li> <li>• 2. The plastic bag should then be placed in a second bin bag and tied.</li> <li>• 3. It should be put in a suitable and secure place and marked for storage until the individual's test results are known</li> <li>• Waste should be stored safely and kept away from children. You should not put your waste in communal waste areas until negative test results are known, or the waste has been stored for at least 72 hours.</li> <li>• If the individual tests negative, this can be put in with the normal waste</li> <li>• If the individual tests positive, then store it for at least 72 hours and put in with the normal waste</li> <li>• If storage for at least 72 hours is not appropriate, arrange for collection as a Category B infectious waste either by your local waste collection authority if they currently collect your waste or otherwise by a specialist clinical waste contractor. They will supply you with orange clinical waste bags for you to place your bags into so the waste can be sent for appropriate treatment</li> </ul>			
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ACTION ARISING FROM RISK ASSESSMENT					
No	Risk Rating	Action Required:	Person (s) Responsible	Target Date	Date Completed

**Useful Websites**

Health and Safety Responsibilities	<a href="https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools">https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools</a>
	<a href="https://www.hse.gov.uk/services/education/sensible-leadership/school-leaders.htm">https://www.hse.gov.uk/services/education/sensible-leadership/school-leaders.htm</a>
	<a href="https://www.hse.gov.uk/services/education/faqs.htm#a1">https://www.hse.gov.uk/services/education/faqs.htm#a1</a>
Business Continuity Plan	<a href="https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings">https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings</a>
Guidance for full opening – schools (published 2 <sup>nd</sup> July 2020)	<a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a>
Current guidance on shielding	<a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a>
Current guidance on Clinically vulnerable	<a href="https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people">https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people</a>
Other nonmedical vulnerable people	<a href="https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes">https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes</a>
Providing extra mental health support	<a href="https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers">https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers</a>
	<a href="http://www.educationsupport.org.uk/">http://www.educationsupport.org.uk/</a>
	<a href="https://www.eventbrite.co.uk/e/dfc-supporting-pupil-and-student-mental-wellbeing-tickets-110796856380">https://www.eventbrite.co.uk/e/dfc-supporting-pupil-and-student-mental-wellbeing-tickets-110796856380</a>
Behaviour Expectations	<a href="https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools">https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools</a>
Remote Education Support	<a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res</a>
	<a href="https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources">https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources</a>
	<a href="https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/">https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/</a>

	<a href="https://edtech-demonstrator.lgfl.net/">https://edtech-demonstrator.lgfl.net/</a>
	<a href="https://get-help-with-tech.education.gov.uk/about-bt-wifi">https://get-help-with-tech.education.gov.uk/about-bt-wifi</a>
Coronavirus Symptoms	<a href="https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus">https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus</a>
Stay at home guidance	<a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</a>
Arranging a Test	<a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a>
Testing and Tracing	<a href="https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/">https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/</a>
Contacting your Local Health Protection Team	<a href="https://www.gov.uk/guidance/contacts-phe-health-protection-teams">https://www.gov.uk/guidance/contacts-phe-health-protection-teams</a>
Guidance on staff wearing PPE	<a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a>
Site Manager/Caretaker	<a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a>
	<a href="https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown">https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown</a>
	<a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</a>
Cleaning	<a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a>
Catering	<a href="https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19">https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19</a>
Safer Travel	<a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a>
Educational Visits	<a href="https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings</a>
	<a href="https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits">https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits</a>
Extra-curricular provision	<a href="https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-">https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-</a>



	<a href="#">during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</a>
Physical Education and Sports	<a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation</a>
	<a href="https://www.sportengland.org/how-we-can-help/coronavirus">https://www.sportengland.org/how-we-can-help/coronavirus</a>
	<a href="https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf">https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf</a>
Science and Design Technology	<a href="http://www.cleapss.org.uk/">http://www.cleapss.org.uk/</a>
	<a href="https://www.ase.org.uk/resources/health-and-safety-resources">https://www.ase.org.uk/resources/health-and-safety-resources</a>
	<a href="https://www.data.org.uk/for-education/health-and-safety">https://www.data.org.uk/for-education/health-and-safety</a>

## Acknowledgement

The following members of staff have read this risk assessment.  
Their signatures are confirmation that they have read and understood all of that which is within its contents.

Name	Signature	Date	Name	Signature	Date