

On the following pages, you will find an extensive risk assessment which will provide you with some of the tools to enable your school/setting to operate safely from the autumn term 2020.

The Government's plan was for all pupils, in all year groups, to return to school full-time from the beginning of the autumn term 2020. The [Actions for schools during the coronavirus outbreak \(Full Opening: Schools\)](#) is intended to support schools, both mainstream and alternative provision, to prepare for this. It applies to primary, secondary (including sixth forms), post-16 academies, infant, junior, school-based nurseries and boarding schools. Independent schools are expected to follow the control measures set out in this document in the same way as state-funded schools. The guidance also covers expectations for children with special educational needs and disability (SEND), including those with education, health and care plans, in mainstream schools. Separate guidance is available for [Early years and childcare providers](#) and for [Special schools and other specialist settings](#). Schools should use their existing resources to make arrangements for the education of all children. Schools should not put in place rotas. In line with the [Contingency framework: education and childcare settings \(excluding universities\)](#) any restrictions on education would only be as a last resort and may only be initiated following a ministerial decision. In the very unlikely event that evidence supports limiting attendance in primary schools or early years settings, DfE may advise that only vulnerable children and children of critical workers should be allowed to attend schools. In secondary schools, this would also include pupils in Yrs 11 & 13 and those taking exams this academic year. In special schools, where the contingency framework is implemented, all pupils should continue to attend and whilst attendance is encouraged, it will not be mandatory and parents will not be penalised if their child does not attend.

While the aim is to have all pupils back at school in the autumn, every school will also need to plan for the possibility of a local lockdown and how they will ensure continuity of education.

In most cases the preparation for full opening will be undertaken by the Head teacher and senior colleagues. However, relevant bodies (such as the local authority, academy trusts or governing bodies, depending on the school type) retain responsibility for key decisions and plans should be confirmed with them, particularly risk assessments of the school opening fully before pupils and staff return. All staff and Trade Union safety representatives should be consulted on the development of your risk assessment(s) - leaders are encouraged to ensure that consultation on any changes to risk assessments that will be in place for the start of the autumn term commence with staff before the summer break, to ensure that those that are on term-time only contracts have adequate time to contribute. Ensure all persons understand any safety measures, how usual practice may need to be adapted and the safe ways to work together with timetable changes and operational precautions.

Schools have remained open to some pupils since 20 March, welcoming more pupils back from 1 June. Schools should therefore have already assessed the risks and implemented proportionate control measures to limit the transmission of coronavirus (Covid-19) for a limited number of pupils.

As part of planning for full return in the autumn term, it is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term - this means making judgments at a school level about how to balance minimising any risks from coronavirus (Covid-19) by maximising control measures with providing a full educational experience for children and young people. Settings should also review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (Covid-19). Schools should ensure that they implement sensible and proportionate control measures which follow the health and safety hierarchy of control to reduce the risk to the lowest reasonably practicable level. Essential measures include:

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

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

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

Having assessed your risks, you must work through the below system of controls, adopting measures to the fullest extent possible in a way that addresses the risks identified in your assessment, works for your school and allows you to deliver a broad and balanced curriculum for you pupils, including full educational and care support for those pupils who have SEND.

## Prevention:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (Covid-19) symptoms, or who have someone in their household who does, **or those who have been advised to self-isolate by NHS Test and Trace**, do not attend school – *from 14/12/20, the 14 day self-isolation period for contacts of confirmed cases has been reduced to 10 days from the day after contact with the individual who tested positive – anyone who was already self-isolating up to this date, can end self-isolation on the 10<sup>th</sup> day if they are well;*
- 2) where recommended, use of face coverings in schools (\*this applies to secondary schools only and is **mandatory where local tier restrictions apply**);
- 3) clean hands thoroughly more often than usual;
- 4) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach;
- 5) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach;
- 6) minimise contact between individuals and maintain social distancing wherever possible;
- 7) where necessary, wear appropriate personal protective equipment (PPE);
- 8) Always keeping occupied spaces well ventilated.

Numbers 1 to 5\* and number 8 must be in place in all schools, all the time.

Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 7 applies in specific circumstances.

#### **Response to any infection:**

- 9) engage with the NHS Test and Trace process;
- 10) manage confirmed cases of coronavirus (Covid-19) amongst the school community;
- 11) contain any outbreak by following local health protection team advice;
- 12) **settings MUST** notify Ofsted through the usual notification channels (via email) of any confirmed cases of coronavirus (Covid-19) in the setting (either child or staff member), and if the setting is advised to close as a result. **Refer to ‘tell Ofsted if you have a Covid-19 related incident’ guidance.**

Numbers 9 to 11 must be followed in every case where they are relevant. Number 12 applies only to nurseries and nursery provision in primary schools (rather than the whole school) including maintained schools, non-maintained schools, independent schools and those settings on the Early Years Register. **Those settings with reception pupils only do not need to notify Ofsted.**

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

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

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

- **Part 1** - Staff and pupil management issues to support full opening of the school;
- **Part 2** - Premises and maintenance issues required prior to and during full opening (*although much of this will have been completed prior to partial opening in June*);
- **Part 3** - Variations to practices and protective measures as a result of National Restrictions **or when local areas are placed under Tier 4 (stay at home) Restrictions.**

Control measures in all parts will need to be considered. Some of the information can simply be deleted where it does not apply to your setting or where you have devised your own particular control measure to reduce the risks. So, although it may look onerous, much of it is made up of possible practical solutions and measures you will already have considered.

This risk assessment **may well be subject to change** as we move forward, but we will highlight any changes to make life easier for you. Please be assured that we continue to be here to support you. If you have any queries, please do not hesitate to get in touch.

Stay safe, keep well and take care.

# Full Opening of Schools/Settings from Autumn 2020 – Coronavirus (Covid-19) Pandemic Risk Assessment, V14, V15, V16



<b>Activity:</b>	Full Opening of Schools/Settings from Autumn 2020 during Coronavirus (Covid-19) Pandemic		<b>Location:</b>	St Bridget's Catholic Primary School & Nursery	
<b>Assessor:</b>	Suzanne Smith	<b>Ref No.:</b>	V17 – 06/01/2021	<b>Distribution:</b>	Governing Body, Staff, Trade Unions & wider community. Display on school website.
<b>Date:</b>	06/01/2021	<b>Proposed Review Date:</b>	When guidance changes or is updated	<b>Signed:</b>	S. Smith

All pupils, in all year groups should return to school full-time from the beginning of the autumn term 2020. The [Actions for schools during the coronavirus outbreak \(Full Opening: Schools\)](#) is intended to support schools, both mainstream and alternative provision. It applies to primary, secondary (including sixth forms), infant, junior, middle, upper, school-based nurseries and boarding schools. Independent schools are expected to follow the control measures set out in this document in the same way. The guidance also covers expectations for children with SEND, including those with education, health and care plans, in mainstream schools. Separate guidance is available for [Early years and childcare providers](#) and for [Special schools and other specialist settings](#).

This Risk Assessment is divided into 3 distinct parts:

- **Part 1** - Staff and pupil management issues to support full opening of the school;
- **Part 2** - Premises and maintenance issues required prior to and during full opening (*although much of this will have been completed prior to partial opening in June*);
- **Part 3** - Variations to practices and protective measures as a result of the New National Restrictions or when local areas are placed under Tier 4 (stay at home) Restrictions.

Separate Risk Assessments are available on the KAHSC website for [Cleaning Schools during Coronavirus Pandemic](#), [School Catering Operations during the Coronavirus Pandemic](#), [Collecting/delivering food parcels to vulnerable families](#), [Home to school transport \(school commissioned\) during the Covid-19 pandemic](#) and [Home Visits during the Covid-19 pandemic](#).

In line with the [Schools and childcare settings: return in January 2021](#) Secondary-age pupils are being prioritised for testing in response to the recent high rates of infection will have access to additional coronavirus (COVID-19) testing from the first week of January 2021. All schools with secondary-age pupils (including special schools and alternative provision) should offer tests for their pupils, with time to prepare from week commencing 04/01/21 and reaching as many pupils as possible from the week of 11/01/21. In those schools with secondary-age pupils, [vulnerable children and young people and the children of critical workers](#) are expected to access on-site education provision from each school's advertised first day of term and should be prioritised for testing. All pupils in alternative provision are expected to attend from the week commencing 04/01/21. Special schools have some flexibility on face-to-face attendance of pupils and students in the first week of term to enable them to appropriately mobilise the testing programme. During the week commencing 04/01/20, schools with secondary age pupils should:

- ensure on-site provision is available for vulnerable children and young people and children of critical workers;
- work to set up their testing programme
- prioritise resource for remote education for exam year groups - remote education should be provided to other years as resources permit.

Vocational exams scheduled for the first weeks of January will go ahead as planned.

Testing should be rolled out during week commencing 11/01/21 with exam groups prioritised for testing and return to on-site provision. All other pupils should be tested over the course of the week commencing 11/01/21 and all pupils should return to face-to-face education on 18/01/20. Pupils will be encouraged to have a test but should not be required to have had one as a condition of being allowed to return to school on 18/01/20.

Boarding schools with secondary-age pupils should provide for a staggered start back to on-site provision to allow for testing where possible.

Testing for primary staff under the weekly and daily testing programmes will begin in the second half of January 2021. A small number of primary schools have been asked to restrict access to children of critical workers and vulnerable children at the start of this term and provide remote education for all other pupils. Guidance is available in the [Contingency framework for education and childcare settings](#) and the [Contingency Framework – Implementation Guidance](#).

★ All schools are expected to take up the offer of asymptomatic testing – refer to: [Mass asymptomatic testing: schools and colleges](#) and [Mass asymptomatic testing in specialist settings](#). A separate Risk Assessment is available on the KAHSC website: [Model Risk Assessment for Lateral Flow Device \(LFD\) testing in Schools](#).] Delete the above if not applicable in your setting

In relation to the return pupils to XXXX Primary School, following the steep rise in Covid cases in the community and after extensive discussions with governors, staff and others, the decision has been taken that the school will remain open to vulnerable children and those of critical workers from XX/XX/XX for a total of XX days. This will be reviewed on a regular basis and we expect to invite all pupils back into school on XX/XX/XX. During this period, children not in school will receive their lessons online. Whilst pupils and staff are on the school premises, the risk assessment control measures set out below will be strictly adhered to. Delete or amend to suit your setting

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

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
Contact with individuals who are unwell	Serious respiratory illness, death	All building users, including visitors/ parents, contractors/ maintenance personnel	High	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure that pupils, staff and other adults do not come into school if they have <a href="#">coronavirus (COVID-19) symptoms</a> (a new continual cough, a temperature in excess of 37.8°C or a loss of, or change in their normal sense of taste or smell (anosmia)) or have tested positive in the last 10 days, and ensure anyone developing those symptoms during the school day is sent home (<a href="#">Stay at home guidance for households with possible Covid-19 infection</a>).</li> <li><input type="checkbox"/> If anyone in the school becomes unwell with coronavirus symptoms, they must be sent home and advised to follow the above <a href="#">Stay at home guidance</a>, which sets out that they must self-isolate for at least 10 days <b>from the day after the start of symptoms</b> and should <b>arrange to have a test</b> or the test date if they were asymptomatic but had a positive test (lateral flow device or polymerase chain reaction test). Other members of their household (including any siblings) should self-isolate for <b>10 days – their isolation period includes the day the first person in their household’s symptoms started (or the day their test was taken if asymptomatic) and the next 10 full days.</b></li> <li><input type="checkbox"/> If someone in a child or staff member’s <a href="#">support bubble</a> is showing coronavirus symptoms, or otherwise self-isolating, everyone in that support bubble should stay home. If the child/staff member or a member of their support bubble is contacted as part of the <a href="#">NHS Test and Trace programme</a>, the individual contacted should stay at home. If the individual becomes symptomatic, everyone in the support bubble should then isolate.</li> <li><input type="checkbox"/> If a child is awaiting collection, they will be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. <b>If it is safe to do so</b>, a window should be opened for ventilation. If it is not possible to isolate them, we will move them to an area which is at least 2 metres away from other people.</li> <li><input type="checkbox"/> If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom will be cleaned and disinfected using standard cleaning products before use by anyone else.</li> <li><input type="checkbox"/> If a child needs direct personal care until they can return home, a fluid-resistant surgical face mask will be worn by the supervising adult <b>if a distance of 2m cannot be maintained</b>. If contact with the child is necessary, then disposable gloves and a disposable apron will also be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, e.g. from coughing, spitting, or</li> </ul>	<p>Ensure all staff and parents are made aware – provided with COVID-19 information Staff handbook updated in line with COVID19 risk assessment review</p> <p>Staying COVID-19 Secure in 2020 poster (Rev. 23/07/20) displayed dated and include Kym Allan H&amp;S Team contact information.</p> <p>Two digital thermometers on site - Public Health England has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (Covid-19).</p> <p>Essential workers, which includes anyone involved in education or childcare, have priority access to testing. Refer to '<a href="#">List of essential workers for priority testing</a>'</p>	Based on R>1 Low/ Medium

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				<p>vomiting, then eye protection will also be worn. Refer to <a href="#">safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In an emergency, call 999 if someone is seriously ill, injured or their life is at risk.</li> <li><input type="checkbox"/> Any member of staff who has provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test &amp; Trace.</li> <li><input type="checkbox"/> Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. Refer to <a href="#">COVID-19: cleaning of non-healthcare settings outside the home</a>.</li> <li><input type="checkbox"/> If a child starts displaying coronavirus symptoms while at their school or setting they must, wherever possible, be collected by a member of their family or household. In exceptional circumstances, where this is not possible, and the setting needs to take responsibility for transporting them home we will do one of the following: <ul style="list-style-type: none"> <li>- use a vehicle with a bulkhead or partition;</li> <li>- the driver and passenger should maintain a distance of 2m from each other;</li> <li>- the driver should use PPE, and the passenger should wear a face mask if they are old enough and able to do so.</li> </ul> </li> </ul>	<p>Appropriate PPE has been purchased to include fluid-resistant surgical masks, aprons, gloves, hand sanitiser, sanitising cleaning products. These are located in the cleaning cupboard and cabinet in photocopier room</p> <p>Anyone with coronavirus (Covid-19) symptoms should not otherwise visit the GP, pharmacy, urgent care centre or a hospital.</p>	
Poor response to an infection	Infection spread leading to serious respiratory illness, death	All building users, including visitors/ parents, contractors/ maintenance personnel	High	<ul style="list-style-type: none"> <li><input type="checkbox"/> We will ensure all staff and parents understand the NHS Test and Trace process. We will ensure that staff and parents/carers understand that they will need to be ready and willing to: <ul style="list-style-type: none"> <li>- <b>self-isolate and book a test</b> if they or their child are displaying symptoms (or order via Tel No. 119). Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit;</li> <li>- provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (Covid-19) or if asked by NHS Test &amp; Trace/Public Health;</li> </ul> </li> </ul>	<p><b>Cumbrian Schools:</b> Telephone the <a href="#">Cumbria Covid-19 Call Centre</a> if we have a positive case of coronavirus in school (staff or pupils). Do <b>NOT</b> give this Tel No. to parents/non-staff. Any queries about a suspected case to be emailed to: <a href="mailto:EducationIPC@cumbria.gov.uk">EducationIPC@cumbria.gov.uk</a> (inbox monitored by CCC Public Health team Monday to Friday). Refer also to <a href="#">CCC Public Health COVID-19 flowchart for suspected or confirmed cases in schools</a></p> <p>From 02/10/20 Schools in <b>south Cumbria</b> (Barrow &amp; South Lakeland district council)</p>	Based on R>1 Low/ Medium

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				<ul style="list-style-type: none"> <li>- <a href="#">self-isolate</a> if they have been in close contact with someone who develops coronavirus (Covid-19) symptoms or if anyone in their household develops symptoms of coronavirus (Covid-19).</li> <li><input type="checkbox"/> We will assist the Test and Trace service by keeping a temporary record of staff shift patterns for 21 days and assist NHS Test and Trace with requests for that data if needed. Refer to <a href="#">Maintaining records to support NHS Test &amp; Trace</a>.</li> <li><input type="checkbox"/> Home test kits – see below.</li> <li><input type="checkbox"/> We will ask parents and staff to inform us immediately of the results of a test and follow this guidance:               <ul style="list-style-type: none"> <li>- if a child or member of staff tests negative, then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. Other members of their household can stop self-isolating. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the day after that contact, or if other members of their household are symptomatic.</li> <li>- if a child or member of staff with symptoms tests positive, they should follow the '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>' and must continue to self-isolate for at least 10 days from the day after the onset of their symptoms and then return to school only if they do not have a temperature (a cough or anosmia can last for several weeks once the infection has gone). The 10-day period starts from the day after the onset of symptoms, or from the date the test was taken if asymptomatic. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days.</li> <li>- If a child or member of staff is not experiencing symptoms but has tested positive for Covid-19, they must self-isolate for at least 10 days, starting from the day the test was taken. If symptoms develop during this isolation period, then they must restart the 10 day isolation from the day symptoms developed. Others in the household must self-isolate for 10 days from the day after contact with the individual who tested positive.</li> </ul> </li> <li><input type="checkbox"/> At this stage, all those who have been in close contact with the pupil or member of staff in their group or bubble will be asked to self-isolate for 10 days from the day after contact with the individual who tested positive.</li> </ul>	<p>areas) are no longer able to access COVID-19 testing for staff or pupils via local (Pillar 1) NHS testing facilities. Tests can now only be booked via <a href="#">book a test</a> or Tel: 119 (however – see 'Home Test Kits' below).</p> <p><b>Non Cumbrian Schools/any school:</b> Contact the DfE Helpline: 0800 046 8687 &amp; select Option 1 for advice on the action to take in response to a positive case. If, following triage, further expert advice is required the adviser will escalate the school's call to the local health protection team who will provide definitive advice on who must be sent home. <i>(Although available to any school, Cumbrian schools should call the Cumbria Call Centre [as above] initially, not the DfE)</i></p> <p>Report confirmed cases of COVID-19 through the online attendance form daily return and also continue to inform the LA of any confirmed cases (<a href="#">How to complete the educational setting status form</a>).</p> <p>If any individual with symptoms is believed to have contracted the Covid-19 virus 'whilst at work', the relevant information must be reported to the HSE under RIDDOR legislation.</p> <p>In the sad event of the death of a worker in children's services from coronavirus (COVID-19) follow: <a href="#">Actions for employers and providers following a coronavirus (COVID-19) related death of a carer or colleague across children's services</a></p> <p><b>Cumbrian Schools: Identifying siblings in other schools</b> - <i>As bubbles close, and members of the same family are affected, albeit attending different schools, this can pose a challenge for Head teachers where intelligence about incidents in siblings'</i></p>	

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				<ul style="list-style-type: none"> <li><input type="checkbox"/> If a further child who is self-isolating develops symptoms, they should be tested for Covid-19. If this result is positive, they will begin the 10 day isolation from the day they became ill. All those in the second child's household will need to self-isolate for 10 days from the day after the onset of the symptoms. If the result is negative, the second child will continue with their 10 day isolation period as a result of being in contact with the first child. For further information see page 5.</li> <li><input type="checkbox"/> In the majority of cases, school and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, school can take the decision to refuse the child if in our reasonable judgement it is necessary to protect our pupils and staff from possible infection with Covid-19). Any such decision will be carefully considered in light of all the circumstances and the current public health advice.</li> </ul> <p><b>Home Test Kits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All schools have been provided with a small number of home testing kits (Tel: 119 if these have not arrived). Kits are suitable for people of all ages. Kits should not be given directly to children - only to adults over the age of 18 or a child's parent or carer. Parents and carers will be required to administer the test to those under 11.</li> <li><input type="checkbox"/> Full instructions on how to administer the test and what to do next are provided within each kit. Schools will not be expected to administer testing, and testing should not take place on site (with the exception of residential settings).</li> <li><input type="checkbox"/> As with students, we may consider offering kits to members of staff who become symptomatic on site if we do not think that they will be able to access testing by the usual routes.</li> <li><input type="checkbox"/> In addition, if a symptomatic staff member, who is currently self-isolating, cannot access testing quickly, we can consider offering them a test kit in order to allow them to return to work as quickly as possible if they test negative and have not been in close contact with a confirmed case. This approach should <b>not</b> be used for students, only for symptomatic staff members who are vital to the running of our educational setting.</li> <li><input type="checkbox"/> Staff who develop symptoms should not enter the premises of their place of work under any circumstances, even to collect a test kit. Nor should they come into close physical contact (within 2m) with anyone outside their household.</li> <li><input type="checkbox"/> We have discretion over how we deliver kits to symptomatic staff members, as long as this is done safely with due regard for the transmission risk. The symptomatic staff member, and all members of</li> </ul>	<p><i>schools are not known about. To that end, the LA will share a summary of schools affected through our CASH or PHA representative, so we can have access to the most recent, live data in relation to incidents locally.</i></p> <p>★ Refer also to: <a href="#">Model Risk Assessment for Lateral Flow Device (LFD) testing in Schools</a></p> <p>Refer to <a href="#">Home test kits for schools</a>. We can <a href="#">Order additional home test kits online</a> 21 days after we receive a delivery confirmation email telling us that our previous supply of test kits has been sent. Kits will be supplied in boxes of 10, with one box provided per 1,000 pupils.</p>	

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				<p>their household, must stay at least 2m away from other individuals at all times; e.g.</p> <ul style="list-style-type: none"> <li>- post the kit to the symptomatic staff member;</li> <li>- ask another member of staff to drop the kit through the letterbox of the symptomatic staff member's home address;</li> <li>- (for symptomatic staff with vehicle access) ask another member of staff to leave the test kit a safe distance from the symptomatic colleague's vehicle at an agreed time and location. That staff member should then withdraw to a safe distance (at least 2m away) whilst the symptomatic staff member exits their vehicle and retrieves the test kit.</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Schools in particularly high risk areas may be eligible for an additional delivery of test kits. These will be allocated to schools by the DHSC based on the local prevalence of COVID-19. We will be emailed directly if we are eligible to receive these additional test kits.</li> <li><input type="checkbox"/> Any additional kits allocated and provided in this way should be used in line with <a href="#">Home test kits for schools</a> at our discretion to minimise the impact of the virus on the education of our pupils. This includes ensuring access to testing for symptomatic staff who are vital to the running of our education setting.</li> </ul> <p><b>NHS Test and Trace App</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The national <a href="#">NHS Test and Trace App</a> is now available. All staff/volunteers and students aged 16 and over will be encouraged to download the app to their smartphones (available on the Google Play Store and Apple App Store).</li> <li><del><input type="checkbox"/> The app will be used alongside traditional contact tracing to notify users if they come into contact with someone who later tests positive for coronavirus.</del></li> <li><del><input type="checkbox"/> The app complements, rather than replaces, existing processes.</del></li> <li><input type="checkbox"/> Refer also to 'Lettings' below.</li> </ul>	<p>Our approach to this app can be found in the <a href="#">Covid-19 Addendum to the Online Safety Policy</a>. This addendum makes clear that use of the NHS Covid-19 app is a limited exception to our normal policy on mobile phones being off and Bluetooth being disabled. Further guidance can be found in <a href="#">Use of the NHS COVID-19 app in schools and FE colleges</a></p>	
There is a confirmed case of coronavirus amongst the school community	Infection spread leading to serious respiratory illness, death	All building users, including visitors/ parents, contractors/ maintenance personnel	High	<ul style="list-style-type: none"> <li><input type="checkbox"/> We will take swift action when we become aware that someone who has attended has tested positive for coronavirus (Covid-19). We will contact the local health protection team. This team will also contact us directly if they become aware that someone who has tested positive for coronavirus (Covid-19) attended the school – as identified by NHS Test and Trace.</li> <li><input type="checkbox"/> The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</li> <li><input type="checkbox"/> The health protection team will work with us in this situation to guide us through the actions we need to take. Based on the advice from the</li> </ul>	<p>* Refer also to: <a href="#">Model Risk Assessment for Lateral Flow Device (LFD) testing in Schools</a></p>	Based on R>1 Low/ Medium



Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				<p>health protection team, we must send home those people who have been in close contact with the person who has tested positive. 'A contact' is a person who has been close to someone who has tested positive for coronavirus (COVID-19) with a Polymerase Chain Reaction (PCR) test. You can be a contact anytime from 2 days before the person who tested positive developed their symptoms, and up to 10 days after, as this is when they can pass the infection on to others.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A close contact includes: <ul style="list-style-type: none"> <li>- anyone who lives in the same household as someone with COVID-19 symptoms or who has tested positive COVID-19;</li> <li>- anyone who has had any of the following types of contact with someone who has tested positive for COVID-19 with a PCR test: <ul style="list-style-type: none"> <li>• face-to-face contact including being coughed on or having a face-to-face conversation within 1m, skin-to-skin physical contact for any length of time</li> <li>• been within 1m for 1 minute or longer without face-to-face contact;</li> <li>• been within 2m of someone for more than 15 minutes (either as a one-off contact or added up together over 1 day);</li> <li>• travelled in the same vehicle or a plane.</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> The health protection team will provide definitive advice on who must be sent home. To support them, we will keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups. This will be a proportionate recording process - we do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</li> <li><input type="checkbox"/> A template letter will be provided to us, on the advice of the health protection team, to send to parents and staff if needed. We will not share the names or details of people with coronavirus (Covid-19) with anyone except the public health authority for public health reasons e.g. to trace contacts and protect against the serious threat to public health.</li> <li><input type="checkbox"/> Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10-day isolation period they should follow <a href="#">'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</a>. They should get a test, and:</li> </ul>	<p>We will ensure our privacy notices for both parents/pupils and staff are updated accordingly.</p>	

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				<ul style="list-style-type: none"> <li>- If someone who is self-isolating because they have been in close contact with someone who has tested positive for COVID-19 starts to feel unwell and gets a test for coronavirus themselves, and if the test delivers a negative result, they must remain in isolation for the remainder of the 10 days after the last contact with the individual who tested positive. This is because they could still develop the coronavirus (Covid-19) within the remaining days.</li> <li>- if the test result is positive, they should inform school immediately, and must isolate for at least 10 days from the day after the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from the day after contact with the individual who tested positive, following <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a></li> <li><input type="checkbox"/> We will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</li> <li><input type="checkbox"/> <b>Nurseries &amp; Nursery Provision within schools &amp; those on the Early Years Register ONLY:</b> We will notify Ofsted via email of any confirmed cases of coronavirus (Covid-19) in the setting (either child or staff member), and if the setting is advised by Public Health to close as a result (E: <a href="mailto:enquiries@ofsted.gov.uk">enquiries@ofsted.gov.uk</a>).</li> </ul>		
Poor containment of an outbreak by not following local health protection team advice	Infection spread leading to serious respiratory illness, death	All building users, visitors/ parents, contractors/ maintenance personnel	High	<ul style="list-style-type: none"> <li><input type="checkbox"/> If we have 2 or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (Covid-19) is suspected, we may have an outbreak, and will continue to work with the local health protection team who will advise if additional action is required.</li> <li><input type="checkbox"/> In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If we implement the controls from this risk assessment, whole school closure based on cases within the school will not generally be necessary and should not be considered except on the advice of health protection teams.</li> <li><input type="checkbox"/> In consultation with the local Director of Public Health, where an outbreak in our school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</li> </ul>		Based on R>1 Low/ Medium
Clinically vulnerable or extremely	Serious respiratory illness, death	Clinically vulnerable & extremely	High	<p><b>Pupils who are clinically extremely vulnerable (CEV)</b> There will be far fewer children who are classed as clinically extremely vulnerable and the majority of pupils have returned to school. However:</p>	The small number of pupils who will remain on the clinically extremely vulnerable patient list can attend school,	Based on R>1

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
clinically vulnerable persons returning to school		clinically vulnerable staff and pupils		<ul style="list-style-type: none"> <li><input type="checkbox"/> All children should continue to attend education settings in Tiers 1, 2 and 3 unless they are one of the very small number of pupils or students under paediatric or other NHS care and have been advised by their GP or clinician not to attend an education setting. Shielding advice is currently in place in tier 4, so all children still deemed clinically extremely vulnerable are advised not to attend settings (see Part 3).</li> <li><input type="checkbox"/> A very small number of pupils who are under paediatric or other NHS care have been advised by their GP or clinician not to attend an education setting.</li> <li><input type="checkbox"/> Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will be able to <b>immediately</b> offer them access to remote education and we will monitor engagement with this activity.</li> </ul> <p><b>Immunisation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> As normal, we will engage with our local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures.</li> </ul> <p><b>School workforce</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> It is appropriate for teachers and other school staff to return to school and we expect that staff who need to, will attend school (<i>although, see 'Extremely Clinically Vulnerable' below</i>).</li> <li><input type="checkbox"/> Employers have been given more discretion about where staff work. Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. Some roles, such as some administrative roles, may be conducive to home working, and school leaders will consider what is feasible and appropriate.</li> <li><input type="checkbox"/> We will explain to staff the measures the school is putting in place to reduce risks. We anticipate adherence to the measures in this Risk Assessment will provide the necessary reassurance for staff to return to schools.</li> <li><input type="checkbox"/> We will discuss any concerns individuals including those who may be clinically vulnerable, clinically extremely vulnerable or at increased comparative risk from coronavirus, may have around their particular circumstances, reassure staff about the protective measures in place <b>and carry out a specific Individual Risk Assessment with them.</b></li> </ul> <p><b>Staff who are extremely clinically vulnerable</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> On 02/12/20 <b>new guidance</b> on protecting the clinically extremely <b>New guidance</b> on protecting the clinically extremely vulnerable includes advice at each local COVID alert or tier level. The guidance also</li> </ul>	<p>unless informed otherwise by their GP or a clinician, as can those who have family members who are CEV. Refer to <a href="#">RCPCCH COVID-19 - 'shielding' guidance for children and young people</a></p> <p>More advice is available from the Royal College of Paediatrics and Child Health</p> <p>Where children do not attend school as parents are following clinical &amp;/or public health advice (self-isolation, family isolation, quarantine or the clinically extremely vulnerable during a future local lockdown), absence will not be penalised (record as Code 'X') – see <a href="#">Recording attendance in relation to Covid-19</a>.</p> <p>Refer to <a href="#">current advice on shielding</a>. Where necessary, we will provide equipment for people to work at home safely and effectively, e.g. remote access to work systems</p> <p>Refer to template <a href="#">Risk Assessment for staff and students previously shielding or BAME</a> on the KAHSC website</p>	Low/ Medium

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				<p>contains advice that will now only apply in the worst affected areas and for a limited period of time.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clinically extremely vulnerable people should not go to the workplace if they live or work in areas where shielding advice is active. This applies to <a href="#">tier 4</a> areas only. Otherwise, if staff cannot work from home, they can still go to work in tiers 1, 2 and 3 as the workplace should be COVID secure, where the system of controls outlined in <a href="#">Full Opening: Schools</a> and this Risk Assessment is implemented.</li> <li><input type="checkbox"/> Under tier 3, we will discuss flexibilities with clinically extremely vulnerable staff that support them such as staggered start times to reduce travel during rush hour.</li> <li><input type="checkbox"/> In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population (see below), taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home and/or workspace.</li> <li><input type="checkbox"/> People who live with those who are clinically extremely vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor.</li> <li><input type="checkbox"/> The government may advise more restrictive formal shielding measures for the clinically extremely vulnerable, in the <b>very highest alert (tier 4) areas</b>, based on advice from the Chief Medical Officer. In this situation, the government will write to individuals to inform them if they are advised to follow formal shielding and not attend the workplace (see Part 3).</li> </ul> <p><b>Staff who are clinically vulnerable</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clinically vulnerable staff can return to school in September. While in school they should follow the specific measures in this Risk Assessment to minimise the risks of transmission.</li> <li><input type="checkbox"/> This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. This provides that ideally, adults should maintain 2m distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.</li> <li><input type="checkbox"/> People who live with those who are clinically vulnerable can attend school unless advised otherwise by an individual letter from the NHS or a specialist doctor.</li> </ul> <p><b>Staff who are pregnant</b></p>	<p>See also <a href="#">RCOG FAQ's for pregnant women</a></p>	

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				<ul style="list-style-type: none"> <li><input type="checkbox"/> Pregnant women are in the 'clinically vulnerable' category, and are advised to follow the above advice, which applies to all staff in schools.</li> <li><input type="checkbox"/> We will conduct a risk assessment for new and expectant mothers in line with the Management of Health and Safety at Work Regulations 1999 (MHSW). Any new risks identified as a result of Covid-19 must be included and managed as part of the general workplace risk assessment. <b>Pregnant women of any gestation should not be required to continue working if this is not supported by the risk assessment.</b></li> <li><input type="checkbox"/> The <a href="#">Royal College of Obstetrics and Gynaecology (RCOG)</a> guidance includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. We will follow this advice and continue to monitor for future updates to it.</li> <li><input type="checkbox"/> All pregnant women will be advised take particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace.</li> <li><input type="checkbox"/> <b>Employers should ensure pregnant women are able to adhere to any active national guidance on social distancing and/or advice for pregnant women considered to be clinically extremely vulnerable (this group may previously have been advised to shield).</b></li> </ul> <p><b>Staff who may otherwise be at increased risk from coronavirus</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Those with particular characteristics such as those from the Black, Asian, Ethnic Minority community (BAME) who may be at comparatively increased risk from coronavirus (Covid-19) can return to school in September as long as the system of controls set out in <a href="#">Full Opening: Schools</a> and this Risk Assessment are in place.</li> <li><input type="checkbox"/> People who live with those who have comparatively increased risk from coronavirus (Covid-19) can attend school.</li> </ul>	<p>Refer to <a href="#">COVID-19: review of disparities in risks and outcomes report</a> and <a href="#">Schools and COVID-19: guidance for Black, Asian and minority ethnic (BAME) staff and their employers in school settings</a></p>	
Inadequate hand and respiratory hygiene leading to spread of Covid-19 virus	Infection spread leading to serious respiratory illness, death	All building users, visitors/ parents, contractors/ maintenance personnel	High	<ul style="list-style-type: none"> <li><input type="checkbox"/> Everyone will be reminded to wash their hands before leaving home, on arrival at school, on return from breaks, when they change rooms and before and after handling cleaning chemicals, eating/drinking, using the toilet, sports activities, using public transport and after coughing or sneezing and not to touch face (eyes, mouth, nose) with hands that are not clean.</li> <li><input type="checkbox"/> Wash with liquid soap &amp; water for a minimum of 20 seconds (see hand wash guidance). Alcohol based hand cleansers/gels (containing at least 60% alcohol) can be used if soap and water are not available or practical. We will ensure there are sufficient hand washing or hand sanitiser 'stations' available throughout school for staff and pupils and at the main entrance and dining hall entrance.</li> <li><input type="checkbox"/> We will ensure supervision of hand sanitiser use given the risks around ingestion. Small children and pupils with complex needs will continue</li> </ul>	<p>Ensure all attending understand how to wash hands correctly - Posters around the school as appropriate.</p> <p>Ensure all sinks have necessary stock &amp; restock as necessary. HSE have issued guidance on <a href="#">Choosing the right hand sanitisers and surface disinfectants</a></p> <p>Songs and rhymes will be used to encourage hand washing in early years</p>	Based on R>1 Low

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				<p>to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hands must be dried properly to prevent infection and drying out. Pat dry rather than rub to avoid discomfort. Supplies of hand cream (aqueous cream or similar) will be made available to help prevent soreness.</li> <li><input type="checkbox"/> Ensure suitable hand washing facilities are available including running water, liquid soap and paper towels or hand driers.</li> <li><input type="checkbox"/> Where in place, toilet lids should be closed prior to flushing and remain closed after use. Where not in place, staff and children will be instructed to move away from the toilet as soon as it has been flushed, more frequent cleaning of the toilets and most importantly, ensuring that <b>strict hand hygiene</b> measures are observed following every visit to the toilet.</li> <li><input type="checkbox"/> Different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it but toilets will be cleaned regularly and pupils encouraged to clean their hands thoroughly after using the toilet.</li> <li><input type="checkbox"/> The 'catch it, bin it, kill it' approach will continue. Everyone will be reminded to sneeze into a tissue or sleeve NEVER into hands and to wash hands immediately after (as above). 'Catch it, bin it, kill it' posters to be displayed in relevant areas.</li> <li><input type="checkbox"/> Used tissues will be put in a bin immediately - all waste bins to be lined (they do <b>NOT</b> need to be double lined) and should be lidded and foot operated where possible and emptied regularly.</li> <li><input type="checkbox"/> As with hand cleaning, we will ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates.</li> <li><input type="checkbox"/> Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. This will be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face to face education.</li> <li><input type="checkbox"/> Where it is necessary for first aid to be administered in close proximity, treating any casualty properly should be the first concern. Those administering it should pay particular attention to sanitation measures immediately afterwards, including washing hands.</li> </ul>	<p>We will build these routines into school culture, supported by behaviour expectations and help ensure younger children and those with complex needs understand the need to follow them.</p> <p>We will ensure there are enough tissues and bins available to support pupils and staff to follow the 'Catch it, bin it, kill it' routine</p> <p><a href="#">e-Bug</a> has produced a series of helpful posters for display in appropriate locations: <a href="#">Horrid hands</a>, <a href="#">Super sneezes</a>, <a href="#">Hand hygiene</a>, <a href="#">Respiratory hygiene</a> and <a href="#">Microbe mania</a></p> <p>Additional resources for EYFS: <a href="#">PACEY: supporting children in your setting</a>, <a href="#">Dr Dog explains coronavirus</a>, <a href="#">2m apart activity</a>, <a href="#">Our hand washing song</a> and <a href="#">Talking to Children about COVID-19</a></p> <p>Refer to <a href="#">HSE: First aid during Covid-19</a></p>	
Inadequate personal protection & PPE & spread of Covid-19 virus	Infection spread leading to serious respiratory illness, death	All building users (particularly those staff performing	High	<p><b>PPE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> We will review tasks in school which require PPE like first aid, intimate care, cleaning, food preparation etc. and identify where we need extra equipment (like visors where splashing to the eyes is a new significant risk) or more of it (because we change it more often) and we used</li> </ul>	Ensure adequate bins (lidded and foot operated where possible) and tissues are made available. Ensure school has a stock	Based on R>1 Low/Medium

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		personal and intimate care)		<p><a href="#">Covid-19: Personal Protective Equipment (PPE)</a> to help us decide. Where PPE is required, staff will be trained in and must scrupulously follow the guidance <a href="#">how to put PPE on and take it off safely</a> to reduce cross and self-contamination</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Removal, cleaning and disposal – as in the cleaning section above.</li> <li><input type="checkbox"/> Where staff are performing intimate care procedures and/or nappy changing, the normal procedures and usual PPE will be used – disposable apron and disposable gloves. If a child shows symptoms of Covid-19 they must not attend the school and stay at home.</li> <li><input type="checkbox"/> When changing children, and where the child can understand, ask the child to turn their head to the side during the changing process. A displayed poster which the children can describe may assist with this.</li> <li><input type="checkbox"/> For further information on the use of PPE for supervising a child who has become unwell see section on 'Contact with individuals who are unwell' - page 2 above.</li> <li><input checked="" type="checkbox"/> <del>Staff dealing with children with complex medical needs have an increased risk of transmission through aerosols being transferred from the child to the care giver. Staff performing tracheostomy care and other similar procedures will follow the <a href="#">Public Health advice</a> and refer to the DfE guidance <a href="#">Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a> which specifically covers Aerosol generating procedures (AGPs) and wear the correct PPE which is:</del> <ul style="list-style-type: none"> <li>— a FFP2/3 respirator (which must be fit tested)</li> <li>— gloves</li> <li>— a long-sleeved fluid repellent gown</li> <li>— eye protection</li> </ul> </li> <li><input type="checkbox"/> If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as spitting), they will continue to receive care in the same way, including any existing routine use of PPE.</li> </ul> <p><b>Face Coverings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Government is not recommending universal use of face coverings in all schools. Face coverings will not be necessary in the classroom even where social distancing is not possible.</li> <li><input checked="" type="checkbox"/> <del>Face visors or shields should also not routinely be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in preventing aerosol transmission, and therefore in a school environment are unlikely to offer appropriate protection to the wearer.</del></li> </ul> <p><b>[Primary Schools/Nurseries]:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In primary schools where social distancing is not possible in <a href="#">indoor</a> areas outside of classrooms between members of staff or visitors, e.g.</li> </ul>	<p>of rubber gloves and if needed, disposable gloves/aprons/face masks.</p> <p>Signage as appropriate.</p> <p>Further advice on dealing with AGPs is available in the KAHSC <a href="#">Addendum to the First Aid Procedures/Supporting Pupils with Medical Conditions Policy</a></p> <p>Refer to <a href="#">HSE Face Fit Testing Guidance</a></p> <p>Refer to: <a href="#">Face coverings in Education</a></p> <p>Some individuals are <a href="#">exempt</a> from wearing face coverings e.g. people who cannot put</p>	

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				<p>in <b>corridors/communal areas</b>, staffrooms, meetings etc., Head teachers have the discretion to decide whether to ask staff or visitors to wear or agree to them wearing face coverings in these circumstances.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Primary school children will not need to wear a face covering.</li> <li><input checked="" type="checkbox"/> We will have a process for removing face coverings when those who use face coverings arrive and when face coverings are worn within the setting. This process will be communicated clearly to pupils and staff and allow for adjustments to be made for those children and young people with SEND who may be distressed if required to remove a face covering against their wishes.</li> <li><input type="checkbox"/> It is vital that that face coverings are worn correctly so clear instructions will be provided to staff, and where appropriate, children and young people on how to put on, remove, store and dispose of face coverings (<a href="#">Face coverings: when to wear one and how to make your own</a>) in all of the circumstances above, to avoid inadvertently increasing the risks of transmission. <ul style="list-style-type: none"> <li>- cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them between use;</li> <li>- instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a ‘black bag’ waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom/workplace;</li> <li>- where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</li> </ul> </li> <li><input type="checkbox"/> Staff, and where appropriate, children should have access to their own face coverings, however, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, we will take steps to have a small contingency supply available to meet such needs.</li> <li><input type="checkbox"/> In line with <a href="#">Coronavirus Covid-19 safer travel guidance for passengers</a> it is <b>mandatory</b> to wear a face covering if you need to use public transport or when attending a hospital as a visitor or outpatient. <i>Note: children aged 3 to 10 years are exempt from the mandatory requirement to wear a face covering on public transport. KAHSC would, however, consider this to be best practice where the child understands how to wear a mask properly.</i></li> <li><input type="checkbox"/> Responsible adults or carers travelling with children on public transport must follow this guidance, wear face coverings, minimise the surfaces they touch and maintain their distance from others, where possible.</li> <li><input type="checkbox"/> Children under the age of 3 should not wear face coverings.</li> </ul>	<p>on, wear or remove a face covering because of a physical or mental illness or impairment, or disability, or if you are speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expression to communicate. The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.</p> <p>When <b>an area moves to local restriction tiers 2, 3 or 4</b>, we will communicate quickly and clearly to staff, parents, pupils and learners that the new arrangements <b>require</b> the use of face coverings in certain circumstances. Refer also to <a href="#">COVID-19 contain framework: a guide for local decision-makers</a>, <a href="#">Contingency framework: education and childcare settings (excluding universities)</a> and ‘Contingency Planning’ below.</p> <p><a href="#">Posters</a> in corridors and communal areas may be useful.</p>	



Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				<input type="checkbox"/> Refer also to 'Measures for arriving at and leaving school' and 'Transport' below.	<p>Ensure there is a small supply of face coverings available in school</p> <p>Also mandatory to wear face coverings in enclosed public spaces such as indoor transport hubs, taxis &amp; private hire vehicles, shops, banks, takeaways, premises providing hospitality (bars, pubs, restaurants, cafes), except when seated at a table to eat or drink, places of worship, cinemas, theatres, galleries, concert halls, aquariums/indoor zoos/visitor farms, other indoor tourist, heritage or cultural sites, public areas in hotels/hostels, libraries, youth centres, social clubs, indoor entertainment venues, adventure activities e.g. laser quest, go-karting, etc.) (list not exhaustive) (see <a href="#">exemptions</a>)</p>	
Failure to adequately identify vulnerable pupils/safeguarding	Vulnerable pupils do not receive appropriate support and protection	All pupils classed as vulnerable either by DfE guidance, LA or school	High	<input type="checkbox"/> We will continue to have regard to statutory guidance <a href="#">Keeping Children Safe in Education (from September 2020)</a> . <input type="checkbox"/> We will review/update our child protection policy (led by the DSL) to reflect the return of more pupils. <input type="checkbox"/> We will identify all those children whom we believe to be vulnerable in addition to those classed as vulnerable under current DfE guidance. This will include children on the edge of receiving support from children's social care, adopted children, those at risk of becoming NEET, those living in temporary accommodation and those who are young carers.	<p>Refer to the <a href="#">coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance</a> (now withdrawn). Refer to the model '<a href="#">Covid-19 Addendum to the Child Protection Policy</a>' on the KAHSC website.</p>	Based on R>1 Low/ Medium

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				<ul style="list-style-type: none"> <li><input type="checkbox"/> We will take the opportunity to contact all parents to confirm correct emergency numbers and ask for additional emergency contacts where these are available.</li> <li><input type="checkbox"/> The DSL (and deputies) will be provided with more time, especially in the first few weeks of term, to help provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.</li> <li><input type="checkbox"/> Designated safeguarding leads will be best placed to co-ordinate multi-agency working within a school, including communication with school nurses.</li> </ul>		
Inappropriate arrangements for opening the school to pupil groups	Infection spread leading to serious respiratory illness, death	All building users	High	<p><b><i>Preparations will need to be agreed with Governors and staff.</i></b></p> <p><b>Minimise contact between individuals and maintain social distancing wherever possible</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reduce the number of contacts between children and staff.</li> <li><input type="checkbox"/> Maintain distinct groups or 'bubbles' that do not mix with other bubbles.</li> <li><input type="checkbox"/> For younger children, those with complex needs the emphasis will be on separating groups (class bubbles), and for older children it will be on distancing. Children old enough will be supported to maintain distance and not touch staff where possible.</li> <li><input type="checkbox"/> At primary school, <del>and in the younger years at secondary (KS2),</del> implement smaller groups the size of a full class where possible. Early years are no longer required to keep children in small, consistent groups within settings but can return to normal group sizes.</li> <li><input type="checkbox"/> All children will be encouraged to keep their distance within groups/bubbles although it is acceptable for younger children not to distance within their group.</li> <li><input type="checkbox"/> We will try to keep children in their class groups for the majority of the classroom time but may also need to allow mixing into wider groups for specialist teaching, wraparound care <del>and transport, or for boarding pupils in one group residentially and another during the school day.</del> We will endeavour to keep these groups at least partially separate and minimise contacts between children.</li> <li><input type="checkbox"/> All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2m from other adults. This is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</li> </ul>	<p>Individuals displaying symptoms of Covid-19 should follow the government guidance <a href="#">COVID-19: guidance for households with possible coronavirus infection</a>)</p> <p>Provide ongoing health and safety information not only to staff through induction, training and regular updates/reminders but also for children and young people and parents/carers where applicable. Induction checklist/staff handbook or code of conduct to be updated in line with Covid-19 risk assessment and information for parents displayed on the school website. The <a href="#">GOV.UK: Staying Covid-19 Secure Poster</a> to be displayed. Consideration must be given to ensuring our plans are communicated to those parents who have English as an additional language and parents of vulnerable children including young carers.</p> <p>Parents will be reminded of the complaints Policy which currently sets out how low level concerns will be resolved.</p>	Based on R>1 Low/ Medium

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				<ul style="list-style-type: none"> <li><input type="checkbox"/> We will look to maximise the use of our site and any associated available space, such as rooms in an associated place of worship for schools with a religious character, if feasible.</li> <li><b>Measures within the classroom</b></li> <li><input type="checkbox"/> Staff must maintain distance from pupils, staying at the front of the class, and away from colleagues where possible. Ideally, adults should maintain 2m distance from each other, and from children, although this will not always be possible with younger children.</li> <li><input type="checkbox"/> Avoid close face to face contact and minimise time spent within 1m of anyone. This will not be possible when working with pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</li> <li><input type="checkbox"/> Children old enough, will be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs.</li> <li><input type="checkbox"/> When staff or children cannot maintain distancing, particularly with younger children in primary schools, we will reduce risks by keeping pupils in the smaller, class-sized groups described above.</li> <li><input type="checkbox"/> We will endeavour to make small adaptations to the classroom to support distancing where possible e.g. seating pupils side by side and facing forwards, rather than face to face or side on, and moving unnecessary furniture out of classrooms to make more space.</li> <li><input type="checkbox"/> Spaces used will be well ventilated using natural ventilation where possible. Maximise ventilation by opening windows and propping open doors (bearing in mind safeguarding in particular).</li> <li><input type="checkbox"/> Doors may be held open to avoid them being touched by those coming and going from the classroom. This will also aid ventilation. This is only permitted where the room is occupied and doors must be closed once the group has left the room. At the end of the day, all doors to all rooms must be closed for fire purposes.</li> <li><input type="checkbox"/> Wherever possible pupils will use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. Consideration will be given to seating the pupils at the same desk each day where possible.</li> <li><input type="checkbox"/> Pupils and staff will be asked to bring in their own water bottles. Water drinking stations and water fountains will be temporarily taken out of use unless it can be guaranteed that the drinking station will be appropriately sanitised between each cohort use. Staff may fill their bottles from the staffroom (observing social distancing) and must clean areas touched after each use. Pupils may use taps in the <b>classroom</b> which will be disinfected after use by each cohort.</li> <li><input type="checkbox"/> We will take steps to limit the use of single-use plastic water bottles.</li> </ul>	<p>Refer to the <a href="#">HSE: Ventilation and air conditioning during the coronavirus (COVID-19) pandemic</a> and <a href="#">CIBSE coronavirus (COVID-19) advice</a></p>	

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				<ul style="list-style-type: none"> <li><input type="checkbox"/> Sand and water trays to be taken out of use unless ONLY being used by one particular class/group. Malleable resources such as play dough will not be shared between different classes/groups.</li> <li><input type="checkbox"/> In order to facilitate cleaning, remove unnecessary items from learning environments where there is space to store them elsewhere. Public health advice is to remove all soft toys, and any toys that are hard to clean, such as those with intricate parts. Where practicable, remove soft furnishings, for example pillows, bean bags and rugs.</li> <li><input type="checkbox"/> Dressing up clothing and other fabric items can be used if used intermittently – every 2 days – to reduce the risk of cross contamination or reserved for one class/group.</li> <li><input type="checkbox"/> Where possible (weather permitting) children will make use of outdoor spaces and outdoor equipment. Only one group at a time may use play equipment externally. Again equipment will be kept to a minimum and disinfected with spray after use by each cohort or reserved for one class/group.</li> <li><input type="checkbox"/> Where possible, external doors from classrooms will be used to access outside areas thus reducing the need to use internal areas.</li> <li><input checked="" type="checkbox"/> Wooden equipment will be taken out of use for everyone, or it will be restricted to use by only one bubble and cleaned at least every day it is used, or it will be cleaned and used intermittently between bubbles (i.e. 48 hours between different group use).</li> <li><input type="checkbox"/> IT suites can be used by pupils. Disinfection of workstations, keyboard and mouse after each class/bubble use will be necessary. Communal headphones will not be used. Either ask pupils to bring in their own headphones/earphones or have a supply of cheap earphones which could be sanitised and rotated on a weekly basis.</li> <li><input type="checkbox"/> Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children in one day, or properly cleaned between bubbles – see also ‘Curriculum’ below.</li> </ul> <p><b>Measures for break and lunchtimes</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> We will stagger pupil break and lunch times (and time for cleaning surfaces in the dining hall between groups). Where dining halls are used, social distancing will be considered and no mixing of groups must take place.</li> <li><input type="checkbox"/> Separate dining areas will be assigned for each group/bubble and queueing will be kept to a minimum with floor markings designating social distancing.</li> <li><input type="checkbox"/> Where pupil numbers do not allow for each group to use the dining facilities, lunches may be served which are ‘take-away’ to be eaten elsewhere in the school to reduce the need for groups to mix or delivered to each classroom to be eaten at pupil desks.</li> </ul>	<p>Teachers are responsible for ensuring their internal and external doors are propped open where permitted after consideration has been given by SLT to safeguarding and fire precaution measures.</p> <p>Children are allowed to only bring minimal items to school e.g. bag, jacket, water bottle, lunch box.</p> <p>Sand, water and play dough is allowed to be used within ‘class bubbles’. Water trays to be emptied and washed frequently. Pupils to wash hands before and after using sand and play dough.</p> <p>EYFS, KS1 and KS2 bubbles have their own separate playground and equipment.</p> <p>Refer also to <a href="#">PHE: Cleaning the environment</a></p>	

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				<ul style="list-style-type: none"> <li><input type="checkbox"/> Lunches will be ordered in advance (by staff and pupils). Alternatively, pupils may bring their own packed lunch.</li> <li><input type="checkbox"/> Playgrounds will be divided to minimise mixing between groups where possible - where there is more than one group using the outdoor space, the space will be zoned so that groups are kept apart.</li> <li><input type="checkbox"/> Shared staff spaces will be set up to help staff to distance from each other. Use of staff rooms will be minimised, although staff must still have a break of a reasonable length during the day – staff breaks may need to be staggered.</li> <li><input type="checkbox"/> Use safe outdoor areas for staff breaks.</li> <li><input type="checkbox"/> Reconfigure seating and tables in staff room/staff common areas to maintain spacing and reduce face-to-face interactions.</li> <li><input type="checkbox"/> Encourage staff to remain on-site at lunch time and, when not possible, maintaining social distancing while off-site &amp; wearing face coverings in enclosed public spaces.</li> <li><input type="checkbox"/> For ‘catering activities and school meal provision including support for pupils who have to stay at home/food parcels, refer to the separate model <a href="#">Covid-19: Risk assessment for School Catering Operations</a> on the KAHSC website.</li> </ul> <p><b>Measures elsewhere</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Groups will be kept apart – we will avoid large gatherings such as assemblies or collective worship with more than one group.</li> <li><input type="checkbox"/> Music and singing – see ‘Curriculum’ below.</li> <li><input type="checkbox"/> When timetabling, groups will be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, we will avoid creating busy corridors, entrances and exits.</li> <li><input type="checkbox"/> To reduce movement around the building, wherever possible, groups/classes will remain in the same classroom(s) as much as possible with teachers moving between classes rather than pupils.</li> <li><input type="checkbox"/> Where considered wide enough to do so, corridors will be marked with tape showing the direction of travel on each side. We may introduce marked one way systems in corridors that are already narrow.</li> <li><input type="checkbox"/> Where there are multiple stairways to upper floors, these will be allocated and marked/signed as an ‘up stairway’ and a ‘down stairway’ where practical.</li> <li><input type="checkbox"/> Floor marking tape will also be used where queues may develop.</li> <li><input type="checkbox"/> Lockers will be brought back into use but not shared unless by pupils in the same group.</li> <li><input type="checkbox"/> Normal shielding will be used for reception staff – where this is not in place, an area will be marked over which any visitors will be informed not to cross.</li> </ul>		

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				<ul style="list-style-type: none"> <li><input type="checkbox"/> Maintain social distancing between people who work in one place such as office or reception staff.</li> <li><input type="checkbox"/> Office staff to work in separate offices where possible.</li> <li><input type="checkbox"/> Desks/workstations should allow staff to maintain social distancing wherever possible.</li> <li><input type="checkbox"/> If it is not possible to keep workstations 2m (or 1m with risk mitigation where 2m is not viable, is acceptable) apart, take all mitigating actions possible to reduce the risk of transmission: <ul style="list-style-type: none"> <li>- review layouts and processes to allow staff to work further apart from each other;</li> <li>- use floor tape or paint to mark areas to help workers keep to a 2m (or 1m with risk mitigation where 2m is not viable, is acceptable) distance;</li> <li>- only where it is not possible to move workstations further apart, arrange people to work side by side or facing away from each other rather than face-to-face;</li> <li>- only where it is not possible to move workstations further apart, use screens to separate people from each other;</li> <li>- use a consistent pairing system if workers have to be in close proximity;</li> <li>- manage occupancy levels to enable social distancing;</li> <li>- workstations should be assigned to an individual as much as possible. If they need to be shared, they should be shared by the smallest possible number of people and establish cleaning rules after each use of another's workstation;</li> <li>- avoid use of hot desks and spaces and, where not possible, clean and sanitise workstations between different occupants including shared equipment.</li> </ul> </li> <li><input type="checkbox"/> Keep distance between individuals when speaking or sharing a room, regularly wash hands and sanitise surfaces when the individual leaves including telephones, keyboards/mice etc.</li> <li><input type="checkbox"/> Staff to observe social distancing when using communal equipment such as photocopiers – key pads etc. on copying machines to be wiped with anti-viral wipes after each use OR allow one person only to carry out all photocopying (pupils NOT to use copiers).</li> <li><input type="checkbox"/> Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day where different staff/visitors are entering or leaving the school.</li> <li><input type="checkbox"/> Plan work to minimise contact between staff and avoid skin-to-skin and face-to-face contact. Where possible, staff working together (such as site teams for example) should work side by side or facing away from each other as opposed to face to face. Where face-to-face contact is</li> </ul>	<p>Refer also to the KAHSC <a href="#">Model risk assessment for collecting/delivering food parcels to vulnerable families</a></p>	

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				<p>essential, this must be kept to a minimum. Consideration will be given to wearing face coverings in this situation.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> As much as possible, keep groups of staff working together in teams that are as small as possible (cohorting).</li> <li><input type="checkbox"/> Where staff are required to sign in/out, use your own pen or where required to use a touch-screen, a supply of anti-viral wipes will be provided to be used by the visitor to clean the screen before/after use. A bin (lidded and foot operated) will be provided for the disposal of the used wipes.</li> <li><input type="checkbox"/> Reduce transmission through contact with objects that come into school such as post and deliveries and limit those accepting and putting away deliveries.</li> <li><input type="checkbox"/> Implement cleaning procedures for goods and merchandise entering the site.</li> <li><input type="checkbox"/> Encourage increased handwashing and introducing more handwashing facilities for staff handling goods and merchandise or providing hand sanitiser where this is not practical.</li> <li><input type="checkbox"/> Restrict non-business deliveries, e.g. personal deliveries to workers.</li> <li><input type="checkbox"/> Revise pick-up and drop-off collection points, procedures, signage and markings.</li> <li><input type="checkbox"/> Consider methods to reduce frequency of deliveries, e.g. by ordering larger quantities less often.</li> <li><input type="checkbox"/> Minimise contact during payments and exchange of documentation, for example, by using electronic payment methods and electronically signed and exchanged documents.</li> <li><input type="checkbox"/> Take steps to avoid people needing to unduly raise their voices to each other. This includes, but is not limited to, refraining from playing music or broadcasts that may encourage shouting, including if played at a volume that makes normal conversation difficult.</li> </ul> <p><b>Measures for arriving at and leaving school</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Under no circumstances must <b>anyone</b> displaying symptoms of Covid-19 attempt to enter the school site. This information will be included in the letter to parents, suppliers and contractors prior to the school opening. Notice to be displayed on the main school entrance door. All parents will be asked to confirm this when dropping off their child.</li> <li><input type="checkbox"/> We will encourage parents and pupils to walk or cycle to school where possible.</li> <li><input type="checkbox"/> Arrival and finish times will be staggered to keep groups apart as they arrive and leave school (without reducing the amount of overall teaching time) and parents/carers informed of their allotted start/finish time and the days/hours their child should attend school.</li> <li><input type="checkbox"/> Check details of who is eligible to drop off/collect children – they may be different.</li> </ul>		

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				<ul style="list-style-type: none"> <li><input type="checkbox"/> Parents will be advised that only one parent should bring the child/ren to school where children cannot attend unaccompanied. Parents of unaccompanied children will be informed of the entrance their child must use.</li> <li><input type="checkbox"/> Parents will be informed and, if necessary, regularly reminded that they must maintain social distancing from the next adult or child at all times when bringing their child to or collecting them from school.</li> <li><input type="checkbox"/> Where possible, we will consider separate entrance/exit gates or one-way systems.</li> <li><input type="checkbox"/> Children will be collected from the school entrance gate by staff at the beginning of their allotted session. Parents will then be asked to leave immediately. Parents may only enter the site with agreement by the Head teacher and appointments must be made prior to the visit. Parents may, however, telephone the school at any time should they have any concerns or issues of which the school need to be informed.</li> <li><input type="checkbox"/> At the end of the allotted session, parents may collect their children from the same entrance area where they will be supervised by staff.</li> <li><input type="checkbox"/> Where possible, once the cohort of pupils has arrived, they will enter the school via an external door straight into the class where they will be based for the session.</li> <li><input type="checkbox"/> Used PPE and any disposable face coverings that staff or children arrive wearing will be placed in a refuse bag and disposed of as normal domestic waste unless the wearer has symptoms of Covid-19 in which case it will be disposed of in accordance with the <a href="#">guidance on cleaning in non-healthcare settings outside of the home</a>. Any non-disposable washable cloth face coverings that staff or children are wearing when they arrive at school must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. The wearer must then wash their hands. Staff, children and parents will be so instructed.</li> </ul> <p><b>Transport</b></p> <p><u><b>Wider public transport</b></u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The use of public transport, particularly in peak times, should be kept to an absolute minimum.</li> <li><input type="checkbox"/> We will work with partners to consider staggered start times to enable more journeys to take place outside of peak hours where possible.</li> <li><input type="checkbox"/> We will encourage parents, staff and pupils to walk or cycle to school if at all possible. We will consider using 'walking buses' (a supervised group of children being walked to, or from, school), or work with the LA to promote safe cycling routes. Driving children to school will also be an option. Refer to <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a></li> </ul>	<p>External markings may be used to ensure parents and/or pupils are social distancing appropriately.</p> <p>Where it is possible to do so, different entrances may be allocated to different cohorts of children i.e. a rear or side gate but for many schools will not be possible.</p> <p>If this is not possible, doors should be opened for the pupils to freely enter the school minimising contact points until they reach their 'base'.</p> <p>Refer to <a href="#">safe working in education, childcare and children's social care including the use of PPE</a> and 'PPE/Face Coverings' above</p>	



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				<ul style="list-style-type: none"> <li><input type="checkbox"/> Pupils using public transport unaccompanied will be reminded that all passengers must wear a face covering. Children aged 3 to 10 years are exempt from the mandatory requirement to wear a face covering on public transport. <i>KAHSC would, however, consider this to be best practice where the child understands how to wear a mask properly.</i></li> <li><input type="checkbox"/> Car sharing should be avoided with those outside the household or support bubble unless the journey undertaken is for an exempt reason e.g. if car sharing is reasonably necessary as part of work. (see <a href="#">Safer travel guidance in private cars and other vehicles</a>). Additional mitigations can be put in place if car sharing is necessary.</li> <li><input type="checkbox"/> Ensure that a clear message is given to pupils about their general socialising behaviour beyond the school gates i.e. not congregating in large groups etc.</li> </ul> <p><b>Other considerations</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pupils with SEND will receive specific help and preparation for the changes to routine that this will involve, so teachers and SENCo's will plan to meet these needs, e.g. using social stories.</li> <li><input checked="" type="checkbox"/> It is vital that all children with SEND attend their education setting so that they can receive high quality teaching and specialist professional care. All therapies and support that would normally be in place for children with EHC plans should now be back in place, and the Government focus is on supporting LA's, health commissioning bodies and education settings to restore full provision for all children and young people with EHC plans.</li> <li><input type="checkbox"/> Supply teachers, peripatetic teachers and/or other temporary staff along with specialists, therapists, clinicians and other support staff for pupils with SEND, can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</li> <li><input type="checkbox"/> Where a child routinely attends more than one setting on a part time basis, e.g. because they are dual registered at a mainstream school and an alternative provision setting or special school, we will work through the system of controls to the fullest extent collaboratively, enabling us to address any risks identified and allowing us to jointly deliver a broad and balanced curriculum for the child.</li> <li><input type="checkbox"/> For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items that are not shared.</li> <li><input type="checkbox"/> Classroom based resources, such as books and games, can be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces.</li> <li><input type="checkbox"/> Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously</li> </ul>	<p>Children, young people and their families will need to understand who is required to wear face coverings on home-to-school transport. This Does not apply to those who are <a href="#">exempt</a></p> <p>Refer to the KAHSC model <a href="#">Home to school transport during the Covid-19 pandemic Risk Assessment</a> and <a href="#">Protocol for using the</a></p>	

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				<p>and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Outdoor playground equipment will be more frequently cleaned. This also applies to resources used inside and outside by wraparound care providers.</li> <li><input type="checkbox"/> Pupils should still limit the amount of equipment they bring into school each day to essentials such as lunch boxes, hats, coats, books, stationery, sun protection and mobile phones. Bags are allowed.</li> <li><input type="checkbox"/> Pupils and teachers can take books and other shared resources home, although unnecessary sharing will be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation will apply to these resources.</li> </ul> <p><b>Cleaning throughout the day – non-healthcare settings where no one has symptoms of, or confirmed Covid-19</b></p> <p><i>Cleaning and disinfection</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Social distancing, washing your hands regularly, good respiratory hygiene (using and disposing of tissues), cleaning surfaces and keeping indoor spaces well ventilated are the most important ways to reduce the spread of COVID-19.</li> <li><input type="checkbox"/> Define a new cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups, frequently touched surfaces being cleaned more often than normal.</li> <li><input type="checkbox"/> Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas.</li> <li><input type="checkbox"/> Schedule frequent cleaning of resources (e.g. books, toys) shared within groups.</li> <li><input type="checkbox"/> Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups.</li> <li><input type="checkbox"/> Reduce clutter with only the minimum items left on work and other surfaces. This allows for more intensive cleaning and reduces the risk of the virus landing on multiple surfaces.</li> <li><input type="checkbox"/> Reduce the number or eliminate soft toys which are more difficult to clean.</li> <li><input type="checkbox"/> Increase the frequency of cleaning, using standard cleaning products such as detergents and bleach, paying attention to all surfaces but especially ones that are touched frequently, such as door handles, light switches, work surfaces, remote controls and electronic devices.</li> <li><input type="checkbox"/> As a minimum, frequently touched surfaces should be wiped down twice a day, and one of these should be at the beginning and at the</li> </ul>	<p><a href="#">School minibus to transport students during the Covid-19 pandemic</a></p> <p>Refer also to GOV UK <a href="#">Transport to school and other places of education: 2020 to 2021 academic year</a></p> <p>Face coverings <a href="#">are mandatory</a> in taxis and private hire vehicles along with retail and hospitality venues within transport hubs. Does not apply to those who are <a href="#">exempt</a></p> <p>For further information on pupils with SEND and EHCP plans, refer to Annex B of <a href="#">Full Opening: Schools</a>.</p> <p>Refer to <a href="#">COVID-19 Guidance for Supply Agencies, Head teachers and Supply Staff</a></p>	

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				<p>end of each day, and more frequently depending on: the number of people using the space, whether they are entering and exiting the setting, and access to hand washing and hand-sanitising facilities. Cleaning of frequently touched surfaces is particularly important in bathrooms and communal kitchens.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When cleaning surfaces, it is not necessary to wear personal protective equipment (PPE) or clothing over and above what would usually be used.</li> <li><input type="checkbox"/> Regularly check stocks of cleaning supplies and purchase additional supplies as necessary.</li> <li><input type="checkbox"/> Use disposable cloths or paper roll and disposable mop heads wherever possible, disposing of after use.</li> <li><input type="checkbox"/> Avoid creating splashes and spray when cleaning.</li> <li><input type="checkbox"/> Ensure disposable tissues are available in each room for both staff and pupils.</li> <li><input type="checkbox"/> For 'cleaning staff/activities and cleaning after an individual with symptoms of or confirmed Covid-19 has left the setting/area', refer to the separate <a href="#">KAHSC Model Cleaning Schools during Coronavirus Pandemic Risk Assessment</a>.</li> </ul> <p><b>Laundry</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Items should be washed in accordance with the manufacturer's instructions.</li> <li><input type="checkbox"/> There is no additional washing requirement above what would normally be carried out.</li> </ul> <p><b>Kitchens and communal canteens</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> It is very unlikely that Covid-19 is transmitted through food. However, as a matter of <a href="#">good hygiene practice</a>, anyone handling food should wash their hands often with soap and water for at least 20 seconds before doing so.</li> <li><input type="checkbox"/> Crockery and eating utensils should not be shared. Clean frequently touched surfaces regularly.</li> <li><input type="checkbox"/> Food business operators should continue to follow the Food Standard Agency's (FSA) <a href="#">guidance on good hygiene practices in food preparation, Hazard Analysis and Critical Control Point (HACCP) processes and preventative practices (pre-requisite programmes (PRPs))</a>.</li> <li><input type="checkbox"/> For 'catering activities and school meal provision, refer to the separate model <a href="#">Covid-19: Risk assessment for School Catering Operations</a> on the KAHSC website.</li> </ul> <p><b>Bathrooms</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clean frequently touched surfaces regularly.</li> </ul>	<p>DfE <a href="#">Supporting Pupils at School with Medical Conditions</a> remains in place.</p> <p>Do not rely on cleaning staff to clean/wipe surfaces when others leave as cleaners may be working less frequently than usual</p>	

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				<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure suitable hand washing facilities are available including running water, liquid soap and paper towels or hand driers.</li> <li><input type="checkbox"/> Where cloth towels are used, these should be for individual use and laundered in accordance with washing instructions.</li> </ul> <p><b>Waste</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Waste does not need to be segregated unless an individual in the setting shows symptoms of or tests positive for Covid-19 (refer to the separate <a href="#">KAHSC Model Cleaning Schools during Coronavirus Pandemic Risk Assessment</a>).</li> <li><input type="checkbox"/> Dispose of routine waste as normal, placing any used cloths or wipes and used PPE in 'black bag' waste bins. You do not need to put them in an extra bag or store them for a time before throwing them away. Do <b>NOT</b> use recycling bins for the disposal of cloths, wipes or PPE. All bins will be lidded and foot operated where possible.</li> </ul> <p><b>Wraparound care provision, holiday clubs and extra-curricular activity</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> We will consider resuming all our breakfast and after-school provision. This is important to ensure parents can continue to or return to work as well as to provide enriching activities for children that improve their wellbeing or support their education.</li> <li><input type="checkbox"/> Our Wraparound Care provision will ensure they are following the <b>same</b> protective measures being taken by school during the day and work with school to follow our arrangements, such as keeping children in the same year groups or bubbles that they are in during the school day where possible. If it is not possible to maintain bubbles being used during the school day then will use small, consistent groups. Refer to <a href="#">Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</a>.</li> <li><input type="checkbox"/> We will advise parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, we will encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.</li> <li><input type="checkbox"/> We will consider any guidance on local restrictions in our area – see <a href="#">Local COVID restriction tiers: what you need to know</a> and the additional restrictions that apply, particularly if we are in an area that has a 'high (tier 2)' or 'very high (tier 3)' alert level. Currently, supervised activities, training and education for children can continue to operate at <b>all</b> alert levels both inside and outdoors.</li> <li><input type="checkbox"/> When operating in areas where local COVID alert levels are in place, we can continue to care for children within the same bubbles as they are</li> </ul>	<p>or may not be rostered during the school day - clean and wipe as you go as described.</p> <p>Carry out inventory check of cleaning products and stock at regular intervals, restocking as necessary. Ensure contingency plans are in place to respond to any shortages in supply.</p>	

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				<p>in during the school day. If this is not practical then, as far as possible, in small, consistent groups of no more than 15 children and at least one staff member.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> At 'very high (tier 3)' alert level, the government may seek to agree additional interventions in consultation with LA's to drive down the transmission of the virus. These may include, for example, closing buildings such as libraries, community centres, leisure centres and gyms aside for specific, limited purposes such as youth activities, childcare and support groups.</li> <li><input type="checkbox"/> For <b>indoor sports activities</b> we will refer to the guidance on <a href="#">working safely during coronavirus (COVID-19) for providers of grassroots sport and sport facilities</a>.</li> <li><input type="checkbox"/> For <b>outdoor sports activities</b>, we will also refer to the <a href="#">Coronavirus (COVID-19): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events</a>.</li> <li><input type="checkbox"/> We are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where we are satisfied that it is safe to do so. We will consider carefully how such arrangements can operate within our wider protective measures.</li> <li><input type="checkbox"/> Contact sports will continue to be avoided at the present time.</li> <li><input type="checkbox"/> Providers of <b>music, dance and drama or sports provision</b> should also note that if they operate in an area that has a local COVID alert level of 'high (tier 2)' or 'very high (tier 3)', there are additional restrictions (<a href="#">Local COVID restriction tiers: what you need to know</a>). For example, at alert level 'very high (tier 3)', the government may agree with the LA to close performing arts venues for the purposes of performing to audiences.</li> </ul> <p><b>School uniform</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> It is for the governing body or trust to make decisions regarding school uniform.</li> <li><input type="checkbox"/> 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><input type="checkbox"/> We will consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.</li> <li><input type="checkbox"/> Increased ventilation may make school buildings cooler than usual over the winter months. While we will want to maintain the benefits of our uniform, we may need 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, we will ensure that no extra financial pressure is placed on parents.</li> </ul>	<p>Refer to <a href="#">Coronavirus (Covid-19): Disposing of waste</a></p> <p>If our wraparound care provision is unable to implement the same protective measures as the school, they will remain closed for the time being.</p> <p><a href="#">Additional guidance for the public and sports providers is also included in Coronavirus (COVID-19): grassroots sports</a></p>	

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					<a href="#">guidance for the public and sport providers</a>  The Government are encouraging all schools to return to their usual uniform policies in the autumn term.	
Inappropriate arrangements for managing the curriculum	Infection spread leading to serious respiratory illness, death	All staff, students, visiting coaches etc.	High	<p><b>General</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All pupils – particularly disadvantaged, SEND and vulnerable pupils must be given the catch-up support needed to make substantial progress by the end of the academic year. The key principles that underpin curriculum planning are:               <ul style="list-style-type: none"> <li>- education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life;</li> <li>- the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment;</li> <li>- remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</li> </ul> </li> <li><input type="checkbox"/> We will aim to meet the government’s key expectations if considering revisions to our school curriculum for academic year 2020 to 2021 and teach an ambitious and broad curriculum in all subjects from the start of the autumn term making use of existing flexibilities to create time to cover the most important missed content – refer to Section 3 of <a href="#">Full Opening: Schools</a>.</li> <li><input type="checkbox"/> The EYFS statutory framework sets the standards that schools and childcare settings must meet for the learning, development and care of children from birth to 5 years old. For pre-reception children, we may focus at this time on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For children in reception year, teachers will also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary.</li> <li><input type="checkbox"/> In EYFS, we will continue to consider what strategies they are using to keep children safe online during this period, including:               <ul style="list-style-type: none"> <li>- checking apps, websites and search results before using them with children;</li> <li>- supervising children when accessing the internet.</li> </ul> </li> </ul>	<p>EYFS settings should also follow updates to the <a href="#">EYFS disapplication guidance</a>. Regulations will allow temporary changes to be reapplied if COVID-19 related local lockdowns are imposed by government.</p> <p>Refer to <a href="#">Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners</a> (also relevant for parents and carers).</p>	Based on R>1 Low

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				<p><input type="checkbox"/> Consideration will need to be given to the learning needs and objectives of children with SEND, to ensure, for e.g. that they receive appropriate preparation for adulthood.</p> <p><input type="checkbox"/> We will develop <b>remote education</b> so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. We are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress. Refer to <a href="#">Remote education during Coronavirus (Covid-19)</a>.</p> <p><input type="checkbox"/> In our regular communications with parents we will continue to emphasise and promote online safety for those pupils who are not attending the school.</p> <p><b>Physical Education, School Sport and Physical Activity (PESSPA)</b></p> <p><input type="checkbox"/> We have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in our system of controls although contact sports should not take place.</p> <p><input type="checkbox"/> Sports whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government are permitted. We must only provide team sports on the list available in <a href="#">Coronavirus (COVID-19): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events</a>.</p> <p><input type="checkbox"/> Pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <p><input type="checkbox"/> Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows, distancing between pupils and paying scrupulous attention to cleaning and hygiene.</p> <p><input type="checkbox"/> External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p><input type="checkbox"/> We are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where we are satisfied that this is safe to do so. We will consider carefully how such arrangements can operate within our wider protective measures.</p> <p><input type="checkbox"/> Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</p> <p><b>Science, Art and D&amp;T</b></p>	<p>Refer also to <a href="#">Resources to support schools in delivering remote education</a> and <a href="#">Get help with technology for remote education during coronavirus (Covid-19)</a> and the Section below on Contingency Planning.</p> <p>Refer to:</p> <ul style="list-style-type: none"> <li>• <a href="#">Coronavirus (COVID-19): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events</a></li> <li>• <a href="#">Working safely during coronavirus (COVID-19): Providers of grassroots sport and sport facilities</a></li> <li>• <a href="#">Sport England</a> for grassroot sport</li> <li>• <a href="#">Youth Sport Trust</a></li> <li>• <a href="#">AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context</a> and ‘<a href="#">frequently asked questions</a>’ for PE staff.</li> <li>• <a href="#">Swim England</a> – for guidance on school swimming</li> </ul>	

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				<p>For guidance regarding Science and D&amp;T in relation to returning to school and running practical activities, we will refer to the relevant CLEAPSS guidance. Although specific risk assessments will not be required, our existing curricular risk assessments will be reviewed and where necessary updated to reflect altered practices and CLEAPSS Guidance.</p> <p><b>Music, Dance and Drama</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Singing, wind and brass instrument playing can be undertaken in line with <a href="#">Working safely during coronavirus (COVID-19) for performing arts along with COVID-19: suggested principles of safer singing</a></li> <li><input type="checkbox"/> We will do everything possible to minimise contacts, mixing and reduce the number of contacts between pupils/students and staff, <a href="#">including for rehearsal and performance</a>, by keeping groups separate (in bubbles) and through maintaining the social distance between individuals. If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</li> <li><input type="checkbox"/> We take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.</li> <li><input type="checkbox"/> Additionally, we will keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, we will use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, we will not share microphones. If they are shared, we will follow the guidance on handling equipment.</li> </ul> <p><b>Performances</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> If planning an indoor or outdoor face-to-face performance in front of a live audience, we will follow <a href="#">Working safely during coronavirus (COVID-19) for performing arts</a>, implementing events in the lowest risk order as described. If planning an outdoor performance we will also give particular consideration to the <a href="#">guidance on delivering outdoor events</a>.</li> <li><input type="checkbox"/> <a href="#">Where we are unable to put on live performances to parents, or where it is not practical to do so, because of space restrictions, we will consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.</a></li> </ul> <p><b>Peripatetic teachers</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> We can continue to engage peripatetic teachers during this period, including staff from music education hubs – refer to ‘Other Considerations’ above and ‘Ratios/Qualifications’ below.</li> </ul>	<p><b>Primary Schools (CLEAPSS):</b> <a href="#">P110</a>, <a href="#">P104</a>, <a href="#">P112</a> &amp; <a href="#">CLEAPPS Explore Issue 9</a></p> <p>Providers of <b>music, dance and drama or sports provision</b> should also note that if they operate in an area that has a local COVID alert level of ‘high (<a href="#">tier 2</a>)’ or ‘very high (<a href="#">tier 3</a>)’, there are additional restrictions (<a href="#">Local COVID restriction tiers: what you need to know</a>). For example, at alert level ‘very high (<a href="#">tier 3</a>)’, the government may agree with the LA to close performing arts venues for the purposes of performing to audiences.</p>	



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				<ul style="list-style-type: none"> <li><input type="checkbox"/> They should avoid situations where distancing requirements are broken; e.g. demonstrating partnering work in dancing.</li> <li><input type="checkbox"/> Further information on the music education hubs, including contact details for local hubs, can be found at <a href="#">music education hub</a> published by the Arts Council England.</li> </ul> <p><b><i>Music teaching including singing, and playing wind and brass instruments in groups</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, we will limit the numbers in relation to the space.</li> <li><input type="checkbox"/> If indoors, we will use a room with as much space as possible, e.g. larger rooms; rooms with high ceilings. If playing indoors, we will limit the numbers to account for ventilation of the space and the ability to social distance and ensure good ventilation.</li> <li><input type="checkbox"/> Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation can be maintained.</li> <li><input type="checkbox"/> In the smaller groups where these activities can take place, we will observe strict social distancing between singers and players, and any other people such as conductors, other musicians, or accompanists. If the activity is face-to-face and without mitigating actions, 2 metres is appropriate. <b>Pupils will use seating where practical to help maintain social distancing.</b></li> <li><input type="checkbox"/> Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible.</li> <li><input type="checkbox"/> Position wind and brass players so that the air from their instrument does not blow into another player.</li> <li><input type="checkbox"/> Use microphones where possible or encourage singing quietly.</li> </ul> <p><b><i>Handling equipment and instruments</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase handwashing before and after handling equipment, especially if being used by more than one person.</li> <li><input type="checkbox"/> Avoid sharing equipment wherever possible. Place name labels on equipment to help identify the designated user, e.g. percussionists' own sticks and mallets.</li> <li><input type="checkbox"/> If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users.</li> <li><input type="checkbox"/> Instruments should be cleaned by the pupils playing them, where possible.</li> </ul>		

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				<ul style="list-style-type: none"> <li><input type="checkbox"/> Limit handling of music scores, parts and scripts to the individual using them.</li> <li><input type="checkbox"/> Limit the number of suppliers when hiring instruments and equipment. We will agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use.</li> <li><input type="checkbox"/> Equipment and instruments should be stored in a clean location if we take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument.</li> <li><input type="checkbox"/> Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand.</li> </ul> <p><b>Individual lessons and performance in groups</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Individual lessons in music, dance and drama can resume in schools and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so we will need to take particular care, in line with the measures set out above on peripatetic teachers.</li> <li><input type="checkbox"/> If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision.</li> <li><input type="checkbox"/> In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction.</li> <li><input type="checkbox"/> Specific safety measures for individual music lessons are set out in the following sections.</li> <li><input type="checkbox"/> Measures will include specific social distancing between pupil and teacher (as above), accounting for ventilation of the space being used. Pupil and teacher should be positioned side by side if possible.</li> <li><input type="checkbox"/> Avoid sharing instruments and equipment and limit handling music scores, parts and scripts wherever possible as above.</li> </ul> <p>-</p> <p><b>[EYFS] Supervised toothbrushing programmes</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PHE have confirmed that supervised toothbrushing programmes may be re-established using the dry brushing method.</li> <li><input type="checkbox"/> The wet brushing model is not recommended because it is considered more likely to risk droplet and contact transmission and offers no additional benefit to oral health over dry toothbrushing.</li> </ul>	<p>Refer to <a href="#">COVID-19: guidance for supervised toothbrushing programmes in early years &amp; school settings.</a></p>	
Inadequate contingency plans for	Inadequate planning in place for remaining	All staff and students	High	While the aim was to have all pupils back at school in the autumn, we will also need to plan for the possibility of a local lockdown or other restrictions and how we will ensure continuity of education. The LA with	Refer to <a href="#">COVID-19 contain framework: a guide for local decision-makers</a> and <a href="#">Local COVID restriction tiers: what you need to</a>	Based on R>1

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outbreaks and national or local restrictions	open for vulnerable children/children of critical workers and for providing remote education to those students at home			<p>the support of NHS Test and Trace, Public Health England and other government departments will lead on plans when local or national restrictions are required.</p> <p>We will be aware of the <a href="#">COVID-19 contain framework: a guide for local decision-makers</a> guidance, in particular, <a href="#">Annexe 2: Powers to impose restrictions on settings and members of the public</a> and <a href="#">Local COVID restriction tiers: what you need to know</a> and ensure plans are in place to meet the educational needs of students should any of the 4 'Contain Framework' tiers of restrictions be applied.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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 Covid-19 – refer to Section under 'Curriculum' above on remote education support.</li> <li><input type="checkbox"/> At all <a href="#">Local COVID alert levels</a>, the expectation is that education and childcare provision will continue as normal. There is an additional requirement <a href="#">in high (tier 2) and very high (tier 3) alert levels</a> that face coverings <a href="#">are</a> worn by staff and students from year 7 and above, outside classrooms when moving around communal areas where social distancing cannot easily be maintained. <a href="#">This includes during extended or out of school activities.</a></li> <li><input type="checkbox"/> However, local restrictions 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 – plans must be developed to ensure these can be staffed and managed.</li> </ul> <p><b>Remote education expectations</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Where a class, group or small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we will ensure we have the capacity to offer <a href="#">immediate (by the next school day)</a> remote education and consider how to continue to improve the quality of their existing curriculum, for example through technology.</li> <li><input type="checkbox"/> <a href="#">Our Emergency/Contingency Plan(s) will be reviewed/updated to reflect our plans should there be a spike in infections to meet the educational needs of students should schools be advised to temporarily close (local lockdown).</a> This must enable us to: <ul style="list-style-type: none"> <li>- <a href="#">teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject;</a></li> <li>- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations;</li> <li>- give access to high quality remote education resources;</li> </ul> </li> </ul>	<p><a href="#">know</a> and <a href="#">Contingency framework: education and childcare settings (excluding universities)</a></p> <p>If you haven't done so already, begin planning with your teams how you will implement contingency measures in your school. Where the contingency framework is implemented, schools should only allow vulnerable children, children of critical workers, pupils in years 11 and 13 and other pupils due to take external exams this academic year, to attend. High-quality remote education should be provided for all other pupils.</p> <p>The government has been very clear that limiting attendance at schools, and other education settings, should only be done as a last resort, even in areas where a local alert level is high (tier 2) or very high (tier 3). Decisions on any restrictions necessary in education or childcare may only be initiated following a ministerial decision. Refer to the <a href="#">Contingency framework: education and childcare settings (excluding universities)</a> guidance.</p> <p>Refer to <a href="#">Remote education during Coronavirus (Covid-19)</a>, <a href="#">Resources to support schools in delivering remote education</a>, and <a href="#">Get help with technology for remote education during coronavirus (Covid-19)</a></p>	Low/ Medium

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				<ul style="list-style-type: none"> <li>- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use;</li> <li>- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access;</li> <li>- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.</li> </ul> <p><input type="checkbox"/> When teaching pupils remotely, we will:</p> <ul style="list-style-type: none"> <li>- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects;</li> <li>- set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: <ul style="list-style-type: none"> <li>▪ primary: 3 hours a day, on average, across the school cohort</li> <li>▪ secondary: 4 hours a day, with more for pupils working towards formal qualifications this year</li> </ul> </li> <li>- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos;</li> <li>- have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern</li> <li>- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate;</li> <li>- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding;</li> <li>- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.</li> </ul> <p><input type="checkbox"/> For secondary schools teaching pupils remotely in a rota system because of 'Contain Framework' tier 2 local restrictions, modified remote education expectations.</p> <p><input type="checkbox"/> We will consider the above in relation to the pupils' age, stage of development and/or special educational needs, e.g. where this would place significant demands on parent's help or support. We will avoid an over-reliance on long-term projects or internet research activities.</p> <p><b>Special educational needs</b></p>	<p>Remote Education Support including delivering remote education safely can be accessed at:</p> <ul style="list-style-type: none"> <li>• DfE: <a href="#">Remote education good practice guide</a>; <a href="#">Get help with remote education</a> and <a href="#">Remote education webinars</a></li> <li>• SWGfL: <a href="#">Safe remote learning</a></li> <li>• LGfL: <a href="#">Online safety and safeguarding</a></li> <li>• The National Cyber Security Centre: <a href="#">which video conference service is right for you</a> and <a href="#">using video conferencing services securely</a></li> <li>• <a href="#">Safeguarding and remote education during coronavirus (COVID-19)</a></li> <li>• Annex C of <a href="#">keeping children safe in education</a></li> </ul>	

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				<ul style="list-style-type: none"> <li><input type="checkbox"/> For pupils with SEND, teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating.</li> <li><input type="checkbox"/> Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.</li> <li><input type="checkbox"/> Where a pupil has provision specified within their EHC plan, it remains the duty of the LA and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, e.g. if they are self-isolating. In this situation, decisions on how provision can be delivered will be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, e.g. online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis, avoiding a one size fits all approach.</li> </ul> <p><b>Vulnerable children</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Where individuals who are self-isolating are within the definition of vulnerable, it is important that we put systems in place to keep in contact with them, offer pastoral support and check they are able to access education support.</li> <li><input type="checkbox"/> When a vulnerable child is asked to self-isolate, we will notify their social worker (if they have one). We will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.</li> <li><input type="checkbox"/> We will also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.</li> </ul>	<p>The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.</p>	
Poor or inappropriate behaviour and attendance	Infection spread leading to serious respiratory illness, death	All building users	High	<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Our Behaviour policy will be updated with any new rules/policies and will be communicated clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. We will set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how we will enforce those rules including any sanctions.</li> <li><input type="checkbox"/> We will work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and we will also consider how to build new expectations into our rewards system.</li> <li><input type="checkbox"/> It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence</li> </ul>	<p>Refer to model '<a href="#">Covid-19 Addendum to the School Behaviour Policy</a>', '<a href="#">Covid-19 Addendum to the Exclusion Policy</a>' and '<a href="#">Covid-19 Addendum to the Staff Code of Conduct</a>' on the KAHSC website</p> <p>Refer also to the DfE <a href="#">Checklist for school leaders to support full opening</a></p>	Based on R>1 Low

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				<p>of poor behaviour. We will work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker, previously looked-after children who left care through adoption or special guardianship and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. We will work with local services (such as health and the LA) to ensure the services and support are in place for a smooth return to schools for pupils.</li> <li><input type="checkbox"/> The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion will only be used as a last resort and must be lawful, reasonable and fair.</li> <li><input type="checkbox"/> Where a child with a social worker is at risk of exclusion, their social worker will be informed and involved in relevant conversations.</li> <li><input type="checkbox"/> We will, as far as possible, avoid permanently excluding any pupil with an education, health and care (EHC) plan, or a looked-after child. Where a previously looked-after child is at risk of exclusion, the designated teacher should contact the relevant authority's virtual school head as soon as possible to help the school decide how to help the child and avoid exclusion becoming necessary.</li> <li><input type="checkbox"/> Pre-empting that a pupil may commit a disciplinary offence, and thus not allowing a pupil to attend school, is an unlawful exclusion.</li> <li><input type="checkbox"/> Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. This includes sending a pupil home for poor behaviour, whether or not remote education is provided. 'Informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off' for part of the day are unlawful, regardless of whether they occur with the agreement of parents or carers.</li> <li><input type="checkbox"/> We will be mindful that it is unlawful to punish a child for the actions of their parents and will consider this when applying sanctions.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> We have arrangements in place to support attendance and engagement which consider what additional support children and</li> </ul>	<p>WSS have produced resources to support the schools' workforce to prepare for the return, such as the <a href="#">COVID-19 SEND review guide</a> which settings can use to reflect on their provision and a <a href="#">handbook</a> to support teachers to take a whole school approach to supporting pupils following a traumatic event</p> <p>See school Exclusion Policy and Covid-19 addendum</p> <p>Refer to <a href="#">Improving school attendance: support for schools and local authorities</a></p>	

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				<p>young people need to make a successful return to their full time education.</p> <p><input type="checkbox"/> School attendance will be <b>mandatory</b> again from the beginning of the autumn term. From that point, the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> <li>- parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;</li> <li>- schools' responsibilities to record attendance and follow up absence;</li> <li>- the availability to issue sanctions, including fixed penalty notices in line with the LA code of conduct.</li> </ul>		
Inadequate arrangements in place for managing off-site visits	Infection spread leading to serious respiratory illness, death	Staff and pupils on school trips	High	<p><del><input type="checkbox"/> The Government continues to advise against domestic (UK) overnight and overseas educational visits at this stage see <a href="#">coronavirus: travel guidance for educational settings</a>. This will be reviewed by the Government in February 2021.</del></p> <p><del><input type="checkbox"/> In the autumn term, we have been able to resume non-overnight domestic educational visits including any trips for pupils with SEND connected with their preparation for adulthood (e.g. workplace visits, travel training etc.). This will be done in line with our full and thorough risk assessments in relation to all visits to ensure they are planned and carried out safely and in line with relevant national and local restriction tier guidance protective measures, such as keeping children within their consistent group, and any coronavirus (Covid-19) secure measures on transport and at the destination.</del></p> <p><del><input type="checkbox"/> We will make use of private outdoor spaces.</del></p> <p><del><input type="checkbox"/> We can take groups of children on trips to outdoor public places and do not need to be limited to 6 people, provided: (see <a href="#">Coronavirus outbreak FAQs: what you can &amp; can't do</a>)</del></p> <ul style="list-style-type: none"> <li><del>— it is for the purpose of education or childcare;</del></li> <li><del>— we remain within the EYFS staff child ratios;</del></li> <li><del>— we conduct a risk assessment in advance;</del></li> <li><del>— the risk assessment demonstrates that we can remain socially distant (2m) from other people and groups, wherever possible;</del></li> <li><del>— good hygiene is maintained throughout;</del></li> <li><del>— thorough handwashing happens before and after the trip.</del></li> </ul> <p><input type="checkbox"/> We must check whether additional restrictions apply in our area or the area we plan to visit – see <a href="#">Local COVID restriction tiers: what you need to know</a>. Where school is in an area that has a 'very high (tier 3)' alert level, we will not travel outside this area for the purpose of an educational visit. We should also not travel into an area with a 'very high (tier 3)' alert level for the purpose of educational visits.</p>	<p>Refer to <a href="#">health and safety guidance on educational visits</a> when considering visits.</p> <p>The Association of British Insurers (ABI) has produced information on travel insurance implications (<a href="#">ABI: Coronavirus Hub</a>) following the Covid-19 outbreak. If we have any further questions about our cover or need further reassurance, contact our travel insurance provider.</p> <p>As part of this risk assessment, we will consider what control measures need to be used and ensure we are aware of wider advice on visiting indoor and outdoor venues.</p> <p><b>No trips will be arranged until further notice</b></p>	Based on R>1 Low/ Medium

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
Inadequate staffing ratios, staff availability and recruitment	Inadequate supervision of children, access to DSLs and inadequate statutory first aid or medical provision	Staff and pupils	High	<p><b>Ratios and Qualifications</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> We will undertake an appropriate audit to ensure staffing levels are appropriate.</li> <li><input type="checkbox"/> The <a href="#">EYFS: disapplications and modifications</a> allows for the temporary disapplying and modifying of a number of requirements within EYFS, giving settings flexibility to respond to changes in workforce availability and potential fluctuations in demand while ensuring children are kept safe.</li> <li><input type="checkbox"/> It allows further exceptions to be made to the qualification level that staff hold in order to be counted in the ratio requirements. We will use reasonable endeavours to ensure that at least half of staff (excluding the manager) hold at least a full and relevant level 2 qualification to meet staff to child ratio requirements, but this is not a legal requirement.</li> <li><input type="checkbox"/> In nursery classes in maintained schools, caring for children aged 3 and over, reasonable endeavours will be used to ensure that at least one member of staff is a school teacher. Where this is not possible, there must be at least one member of staff for every 8 children, with at least one member of staff who holds at least a full and relevant level 3 qualification. We will use our reasonable endeavours to ensure that at least half of other staff hold at least a full and relevant level 2 qualification.</li> <li><input type="checkbox"/> We have contingency plans in place should staff be absent as a result of Covid-19. Our possible approaches to managing a shortfall in staffing include: <ul style="list-style-type: none"> <li>- We will ensure that appropriate support is made available for pupils with SEND, e.g. by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</li> <li>- Where support staff capacity is available, we will consider using this to support catch-up provision or targeted interventions. TAs may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. Any redeployments will not be at the expense of supporting pupils with SEND. The Head teacher will be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that safe ratios are met, and/or specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required.</li> <li>- We can continue to engage supply teachers and other supply staff during this period.</li> </ul> </li> </ul>	<p>Refer to <a href="#">Early Years Foundation Stage Framework</a> and the <a href="#">EYFS: disapplications and modifications for early years provision open during the coronavirus (COVID-19) outbreak</a>. New regulations (in force from 26/09/20) will allow temporary changes to be reapplied if Covid-19 related local <b>restrictions</b> are imposed by government.</p> <p>Refer to <a href="#">making the best use of teaching assistants</a>.</p> <p>Consider using <a href="#">DfE's and Crown Commercial Service's agency supply deal</a> when hiring agency workers. Get direct</p>	



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				<ul style="list-style-type: none"> <li>- Supply staff and other temporary workers can move between schools, but we will minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and peripatetic teachers, they will be expected to comply with our arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.</li> <li>- To minimise the numbers of temporary staff in school, we will use longer assignments with supply teachers and agree a minimum number of hours across the academic year (also applies to other temporary staff, peripatetic teachers such sports coaches, and those delivering before and after school clubs).</li> <li>- We will consider hosting ITT trainees.</li> <li>- Volunteers may be used to support the work of the school - they will be properly supported and given appropriate roles.</li> <li>- Mixing of volunteers across groups should be kept to a minimum, and they should remain 2m from pupils and staff where possible.</li> </ul> <p><input type="checkbox"/> If children are aged 2-5 within a setting, we will use our 'best endeavours' to ensure at least one person with a full * PFA certificate is on-site when children are present. If after using best endeavours we are still unable to secure a member of staff with full PFA to be on site then we will carry out a written risk assessment and ensure that someone with a current First Aid at Work or emergency PFA certification is on site at all times children are on premises (refer to KAHSC <a href="#">Model Covid-19 Paediatric First Aid Risk Assessment</a>). <i>The HSE have relaxed their advice in relation to first aid at work (FAW) or emergency first aid at work (EFAW) certificate expiry dates and have agreed that First Aid at Work or Emergency First Aid at Work certificates that expired after 16 March 2020 can remain valid until 31 October 2020 or 6 months from date of expiry, whichever is later. All requalification training for these certificates should be completed by 31 March 2021 (HSE first aid requalification guidance). In line with the <a href="#">EYFS disapplication arrangements</a> and <a href="#">Actions for early years and childcare providers during the coronavirus outbreak</a> if, exceptionally paediatric requalification training is still unavailable, our PFA Covid-19 risk assessment will show how we are making the 'best endeavours' to ensure the EYFS Statutory framework Annexe A is being complied with.</i></p> <p><input type="checkbox"/> We will ensure we have adequate and appropriate equipment and facilities to give first aid to any employee who is injured or becomes ill at work; the level of first aid cover provided remains appropriate for our particular work environment and the level of first aid provision necessary in high risk settings is fully maintained.</p> <p><input type="checkbox"/> Key telephone numbers of all available DSL's/deputies to be displayed in school.</p>	<p>support from Crown Commercial Services on how to use the deal by emailing <a href="mailto:supplyteachers@crowncommercial.gov.uk">supplyteachers@crowncommercial.gov.uk</a> with the school's details &amp; contact details.</p> <p>Refer also to <a href="#">CCC COVID-19 Guidance for Supply Agencies, Head teachers and Supply Staff</a></p> <p>* Best endeavours' means to identify and take all the steps possible within your power, which could, if successful, ensure there is a paediatric first aider on site when a setting is open, as per the usual EYFS requirement on PFA.</p> <p>If asked to do so, we should be able to explain why any first aider hasn't been able to requalify and demonstrate what steps have taken to access the training. We must every effort to arrange requalification training ASAP and explain in detail why we have not been able to do so; e.g. we must show evidence that staff with expired certificates are booked on to requalification courses.</p> <p>Where it is not possible to have a DSL or Deputy physically in school, arrangements</p>	

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				<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure the contact details of the <a href="#">Safeguarding Hub/Early Help Team/LADO</a> are available to all staff on duty.</li> <li><input type="checkbox"/> Ensure sufficient competent staff on duty to administer or supervise the administration of medication. Wherever possible, children to self-administer, witnessed by staff. Where not possible (age, SEND etc.) social distancing cannot be maintained – think about how this can be done safely – PPE, vigilant personal hygiene etc.</li> </ul> <p><b>Staff taking leave (those returning from abroad)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff (or pupils) returning from holidays/work abroad must follow current Government guidance and quarantine for 10 days on their return from <b>certain countries not on the current Travel Corridor list. From 16/12/20, this can be reduced to 5 days if the traveller pays for a private Covid test on day 5 of their return which is negative.</b></li> <li><input type="checkbox"/> As would usually be the case, most staff will need to be available to work in school during term time. There is a risk that where staff have travelled abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to Covid-19, such as the potential for reinstatement of lockdown measures in the place they are visiting.</li> <li><input type="checkbox"/> Where it is not possible to avoid a member of staff having to quarantine during term time, we will consider if it is possible to temporarily amend working arrangements to enable them to work from home.</li> </ul> <p><b>Pupils travelling from abroad to attend Boarding Schools</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Refer to the model <a href="#">Isolation for Boarding Schools during Coronavirus (Covid-19) Pandemic Risk Assessment</a> on the KAHSC website.</li> </ul> <p><b>Recruitment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recruitment will continue as usual – staff, volunteers, supply teachers, other temporary or peripatetic teachers and ITT trainees.</li> <li><input type="checkbox"/> We will continue to adhere to the legal requirements regarding pre-appointment checks (Keeping Children Safe in Education).</li> <li><input type="checkbox"/> As DfE guidance advises limiting the number of visitors, it may be appropriate to consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible.</li> <li><input type="checkbox"/> Where face-to-face meetings are arranged, we will make clear to candidates that they must adhere to the system of controls that we have in place. We will also have the discretion to require face coverings for visitors where social distancing cannot be managed safely.</li> </ul>	<p>may be made for the DSL to be contactable via phone or video link if working from home. Alternatively, arrangements may be made with an alternative school to use the expertise of their DSL. <a href="#">See Guidance for ‘full opening: Schools’</a></p> <p>The latest guidance on quarantine can be accessed at <a href="#">coronavirus (COVID-19): how to self-isolate when you travel to the UK</a> and <a href="#">Travel Corridors</a></p> <p><b>[Cumbrian Schools]:</b> Whilst it remains a decision for individual schools, we will make all staff aware that the LA view is that if staff take holidays abroad which then mean they have to quarantine on their return (and this is not within school holiday periods), then this should be treated as unpaid leave. This is irrespective of whether quarantine arrangements were in place for a particular country at the time of their departure.</p> <p>Interviewing remotely may be a new experience for many schools. Refer to <a href="#">Recruiting during lockdown? How we did it</a> and <a href="#">Attending your first remote interview</a></p>	
Visiting children in their own	Infection spread leading to serious	Staff	High	<ul style="list-style-type: none"> <li><input type="checkbox"/> Should we have a situation where a child requires a home visit particularly in relation to safeguarding concerns, we will consider and</li> </ul>	Refer to model <a href="#">Covid-19 Home Visits Risk Assessment</a> on the KAHSC website	Based on R>1

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
homes and contact with Covid-19 virus	respiratory illness, death			adhere to guidance issued in <a href="#">Safe working in education, childcare and children's social care settings, including the use of PPE.</a>		Low/ Medium
Visitors & spread of Covid-19 virus	Infection spread leading to serious respiratory illness, death	All building users, visitors/ parents, contractors/ maintenance personnel	High	<p><b>ALL Visitors</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Visitors to the premises will be discouraged and meetings held remotely where possible. Visitors will be by appointment only.</li> <li><input type="checkbox"/> A record should be kept of all visitors/contractors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace. Create a signing in sheet – with date, times, name, company (where relevant), contact Tel No., where in the building they are going to be for the majority of the time and who they are meeting with (see <a href="#">Model Visitors Form</a> on the KAHSC website). Do not leave a pen available – they should use their own. If a touch screen is used, anti-viral wipes must be available along with a bin for disposal. Refer to <a href="#">Maintaining records to support NHS Test &amp; Trace</a></li> <li><input type="checkbox"/> Site guidance on physical distancing and hygiene should be documented &amp; explained to visitors/contractors on or before arrival - make it clear via a notice on the inner door that all visitors must wash their hands as soon as they enter the building or sanitise their hands. Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day (as above).</li> <li><input type="checkbox"/> Where possible, limit the areas that visitors/contractors can go in the building and reduce the number of people they come into contact with.</li> </ul> <p><b>External education professionals</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In instances where we need to use other essential professionals such as social workers, speech and language therapists or counsellors, or professionals to support delivery of a child's EHC plan, we will assess whether the professionals need to attend in person or can do so virtually. If they need to attend in person, they should closely follow the protective measures in school, wash hands frequently, keep the number of attendances to a minimum, where possible to do so, maintain social distancing.</li> <li><input type="checkbox"/> Sessions run by external providers which are not directly required for children's health, safety and wellbeing, should be suspended. Guidance on visits from music, dance and drama peripatetic teachers can be found under 'Curriculum' above.</li> <li><input type="checkbox"/> The presence of any additional members of staff will be agreed on a weekly basis, rather than a daily basis, to limit contacts, where possible.</li> </ul> <p><b>Other Visitors</b></p>	<p>During national/local restrictions, or when advised by the local Public Health team (e.g. when there is a spike in infections in a particular area) restrictions will be put in place on non-essential visitors to school. Refer to and <a href="#">Local COVID restriction tiers: what you need to know</a>. It is at the discretion of the Head teacher to determine what is and isn't non-essential visiting for their setting. The following are specifically deemed 'essential':</p> <ul style="list-style-type: none"> <li>• Visits for safeguarding purposes;</li> <li>• <a href="#">Visits that allow a vulnerable child to meet a social worker, key worker or other necessary support;</a></li> <li>• Visits by immunisation teams to carry out flu vaccines;</li> <li>• Essential maintenance work.</li> </ul>	Based on R>1 Low/ Medium

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				<p><input type="checkbox"/> We will consider how to manage other visitors to the site, including contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. This will require close cooperation between both school and the other relevant employers. We will have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term.</p> <p><input type="checkbox"/> Access to contractors/external maintenance personnel should be by appointment only and wherever possible, arranged after school, holidays or weekends to reduce contact with others and appropriate hygiene and social distancing arrangements are followed (including in an emergency situation where access is required urgently to undertake maintenance/repair).</p> <p><b>Parents/Carers</b> <b>New Admissions</b></p> <p><input type="checkbox"/> For new admissions, we will consider providing virtual tours for prospective parents and carers.</p> <p><input type="checkbox"/> If parents and carers are keen to visit in person, we will consider:</p> <ul style="list-style-type: none"> <li>- ensuring face coverings are worn if required in line with arrangements for staff and other visitors to the setting; <b>[amend as necessary for your setting]</b></li> <li>- there is regular handwashing, especially before and after the visit;</li> <li>- holding visits after hours. If this is not possible, consider limiting visits to the outside play areas during regular hours, and ensure strict social distancing is observed.</li> </ul> <p><input type="checkbox"/> Prior to a visit, we will ensure that parents and carers are aware:</p> <ul style="list-style-type: none"> <li>- of our 'system of controls';</li> <li>- how this impacts them and their responsibilities during their visit;</li> <li>- how to maintain social distancing from staff, other visitors, and children other than those in their care.</li> </ul> <p><b>Other visits by parents and carers</b></p> <p><input type="checkbox"/> Parents and carers will not be allowed into the setting unless there is a specific need.</p> <p><input type="checkbox"/> Children should be dropped off and collected at the door, if possible.</p> <p><b>[EYFS] Parents settling children</b></p> <p><input type="checkbox"/> We will ensure that parents and carers:</p> <ul style="list-style-type: none"> <li>- wear face coverings, if required, in line with arrangements for staff and other visitors to the setting</li> </ul>	<p>Undertake effective liaison with contractors <b>BEFORE</b> they attend site – ask contractors to provide key information in relation to how they are managing infection control (risk assessments) and any control measures we have in place which we expect them to follow will be shared with them either in advance or on immediate arrival. Contractors should be complying with <a href="#">Construction Leadership Council - Site-Operating-Procedures</a></p> <p>CCC Public Health advise that face to face events of this kind should not go ahead and recommend the virtual approach is adopted wherever possible.</p>	

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				<ul style="list-style-type: none"> <li>- stay for a limited amount of time (ideally not more than an hour);</li> <li>- avoid close contact with other children;</li> <li>- are aware of our 'system of controls', how this impacts them, and their responsibilities in supporting it when visiting school with their child;</li> <li>- we will explain these expectations, verbally or in writing, to parents and carers before or on arrival.</li> </ul> <p><b>Parent and child groups</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> From 2 December 2020, the exception to gatherings for parent and child groups allows for groups to meet for the benefit of children under the age of 5. Groups must be limited to no more than 15 participants – children aged under 5 are not included in the 15 participant limit.</li> <li><input type="checkbox"/> Where a group includes someone covered by an exception (e.g. someone who is working as part of the group, such as a group leader), they are not counted as part of the gatherings limit.</li> <li><input type="checkbox"/> Parent and child groups that meet in Ofsted registered settings can operate in all local restriction tiers.</li> <li><input type="checkbox"/> It is important for group participants to maintain: <ul style="list-style-type: none"> <li>- Social distancing between adults who do not live together and who are not in the same bubble</li> <li>- Good hand hygiene. Participants should clean their hands as they arrive and as they leave.</li> </ul> </li> </ul> <p><b>Lettings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Where Lettings (private hire) are to take place, our documented Lettings Arrangements/Procedures which include conditions of hire, will be revised to identify any specific rules school expects hirers to follow in light of Covid-19, thinking about, for example (list not exhaustive): <ul style="list-style-type: none"> <li>- ensuring details of those attending each Let is kept by the organiser (for NHS Test &amp; Trace purposes);</li> <li>- potentially restricting numbers if social distancing cannot be adhered to;</li> <li>- where hirers can and can't go (at this time we should probably be putting more restrictions in place – we may need to take changing rooms out of action and ask participants to arrive in their sports kit and go home in it to shower for example; we may need to limit toilet facilities to reduce the amount of cleaning required);</li> <li>- what they can &amp; can't do;</li> <li>- what equipment (if any) they can use etc.</li> </ul> </li> </ul>	<p>Further information on specific Covid-19 preventative controls is available in <a href="#">Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak</a></p> <p>Refer to <a href="#">Maintaining records to support NHS Test &amp; Trace</a></p>	

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				<ul style="list-style-type: none"> <li>- include cleaning regimes – who is expected to clean premises/ equipment following a Let, particularly if there has been a suspected or confirmed case of Covid-19 during the Let. How do hirers report such a case?</li> <li>- who will provide hand sanitiser, tissues etc. – school or the hirer;</li> <li>- provision of more waste facilities (for tissues etc.);</li> <li>- will there be any necessary changes needed to fire evacuation procedures and assembly points to allow for social distancing?</li> </ul> <p><input type="checkbox"/> We will check that each organiser has their own suitable Covid-19 risk assessment in place which we are satisfied with in line with government guidance for the activity e.g. <a href="#">Working safely during coronavirus (Covid-19): Performing arts</a> or <a href="#">Working safely during coronavirus (Covid-19): Providers of grassroots sport and sport facilities</a>.</p> <p>[Delete or amend information below as necessary for your setting]</p> <p><input type="checkbox"/> The new <a href="#">NHS Test and Trace App</a> has a check-in feature which enables a venue to register for an official NHS QR code and allows users to ‘check-in’ to participating venues on their app by scanning that code. However, Schools are <b>NOT</b> expected to create NHS QR code posters for their normal day to day operations.</p> <p><input type="checkbox"/> NHS QR posters will be considered in the following circumstances:</p> <ul style="list-style-type: none"> <li>- schools that host an event with external guests on the premises, such as a nativity or student art show –depending on the registration arrangements in place, NHS QR check-in would be for people visiting rather than students and staff in these contexts;</li> <li>- if the premises are let out during evenings, weekends or holidays to external providers;</li> <li>- if a setting thinks that use of NHS QR codes and the app is more effective than their existing process for recording external visitors and providing those visitors’ details to NHS Test and Trace in the event of a positive case at the setting.</li> </ul>	<p>Refer also to ‘NHS Test &amp; Trace App’ on Page 5.</p> <p>If needed, schools can create <a href="#">NHS QR code posters online for free</a></p>	
Lack of wellbeing management for pupils	Mental ill health	All pupils	High	<p><input type="checkbox"/> School staff will need to consider how to support:</p> <ul style="list-style-type: none"> <li>- children who are self-isolating and are within the DfE definition of vulnerable. In such cases, we will put systems in place to keep in contact with them, offer pastoral support and check they are able to access education support.</li> <li>- pupils who were previously clinically extremely vulnerable but have been informed that this is no longer routinely advised except in exceptional circumstances for short periods of time;</li> <li>- those living with someone who is clinically vulnerable or extremely clinically vulnerable;</li> </ul>	<p>Refer to <a href="#">DfE - teaching about mental wellbeing</a> and the <a href="#">DfE/PHE/NHS YouTube webinar</a>.</p>	Low

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				<ul style="list-style-type: none"> <li>- individual children who have found the long period at home hard to manage;</li> <li>- those who have developed anxieties related to the virus;</li> <li>- those about whom there are safeguarding concerns;</li> <li>- those who may make safeguarding disclosures once they are back in schools;</li> <li>- those concerned about possible increased risks from Covid-19, including those from Black, Asian and Minority Ethnic (BAME) backgrounds or those with certain health conditions such as obesity and diabetes;</li> <li>- those who have experienced bereavements in their immediate family or wider circle of friends or family or had increased/new caring responsibilities.</li> </ul> <p><input type="checkbox"/> We consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> <li>- support the rebuilding of friendships and social engagement;</li> <li>- address and equip pupils to respond to issues linked to coronavirus (Covid-19);</li> <li>- support pupils with approaches to improving their physical and mental wellbeing.</li> </ul> <p><input type="checkbox"/> We will also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible.</p> <p><input type="checkbox"/> We will also consider support needs of particular groups they are already aware need additional help (e.g. children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEdlearning platform for professionals, which includes a <a href="#">coronavirus (Covid-19) staff resilience hub</a> with materials on peer support, stress, fear and trauma and bereavement.</p> <p><input type="checkbox"/> We will consider how we are working with school nursing services to support the health and wellbeing of our pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the <a href="#">healthy child programme</a> can offer a range of support including:</p> <ul style="list-style-type: none"> <li>- support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues;</li> <li>- support for pupils with additional and complex health needs;</li> <li>- supporting vulnerable children and keeping children safe.</li> </ul> <p><input type="checkbox"/> We will work together with school nurses to ensure delivery of the healthy child programme (which includes immunisation), identifying</p>	<p>Refer to <a href="#">BAMEed Network guidance</a> and template <a href="#">Risk Assessment for staff and students previously shielding or BAME</a> on the KAHSC website for assistance in completing an individual risk assessment before affected pupils return to school.</p> <p>Refer to <a href="#">MindEd learning platform for professionals</a>, which contains materials on peer support, stress, fear and trauma, and bereavement and <a href="#">MindEd coronavirus (COVID-19) staff resilience hub</a> which provides advice and tips for frontline staff.</p>	

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				<p>health and wellbeing needs which will underpin priorities for service delivery.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff will need to strike an appropriate balance between reintegrating pupils into a reassuring and familiar work ethic to support their mental wellbeing on the one hand and identifying and taking time to address explicitly individual concerns or problems on the other.</li> <li><input type="checkbox"/> If parents of pupils with significant risk factors are concerned, we will discuss their concerns and provide reassurance of the measures we are putting in place to reduce the risk in school. We will be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (e.g. the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).</li> <li><input type="checkbox"/> If safeguarding issues come to light they will be addressed using the school's Child Protection policy, which may need to be updated in light of full opening. Head teachers should consider how they might manage any increase in referrals as pupils return to school.</li> </ul>		
Lack of wellbeing management for staff	Mental ill health	All staff	High	<ul style="list-style-type: none"> <li><input type="checkbox"/> Governing bodies and senior leaders will be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders.</li> <li><input type="checkbox"/> Particular regard will be given to ensuring staff who are BAME (Black, Asian and Minority Ethnic) and those with existing health conditions (but do not fall into the category of critically vulnerable) are appropriately supported, given that they may be at increased risk of severe ill-health should they contract Covid-19.</li> <li><input type="checkbox"/> Workload will be carefully managed and the school will assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision. This issue will be factored into our resource and curriculum planning and consideration given to where additional resource could be safely brought in if necessary.</li> <li><input type="checkbox"/> We may need to alter the way in which we deploy staff and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. We will discuss and agree any changes to staff roles with individuals.</li> <li><input type="checkbox"/> We will monitor the wellbeing of people who are working from home or on furlough and help them stay connected to the rest of the workforce, especially if the majority of their colleagues are on-site. We will keep in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security.</li> </ul>	<p>Refer to <a href="#">extra mental health support for pupils and teachers</a> and <a href="#">Wellbeing for education return programme</a></p> <p>Refer to <a href="#">BAMEed Network guidance</a> for assistance in completing an individual risk assessment before affected staff return to work.</p> <p>Refer to the DfE <a href="#">workload reduction toolkit</a> and <a href="#">case studies to support remote education</a></p> <p>Refer to template <a href="#">Risk Assessment for staff and students previously shielding or BAME</a> on the KAHSC website</p>	Low



Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				<input type="checkbox"/> We will consider how to support the mental wellbeing of our staff who are returning after a significant period of either home working, shielding or furlough. Where work-related issues present themselves, the HSE's published stress Management Standards will be followed. We will also review how we can support employees on broader issues, such as bereavement support and general anxiety about the ongoing situation (for example by signing up for a formal Employee Assistance Programme providing confidential telephone advice and counselling).	<a href="#">Education Support Partnership</a> provides a free helpline for school staff and targeted support for mental health and wellbeing.	
Inadequate communications with and training of staff	Staff do not understand safety procedures	All staff	High	<p><b>Returning to work</b></p> <input type="checkbox"/> We will ensure all staff understand coronavirus related safety procedures. <input type="checkbox"/> We will provide clear, consistent and regular communication to improve understanding and consistency of ways of working amongst staff. <input type="checkbox"/> We will engage with staff through existing communication routes and staff representatives to explain and agree any changes in working arrangements. <input type="checkbox"/> We will develop communication and training materials for staff prior to returning to site, especially around new procedures for arrival at work. <p><b>Ongoing communications</b></p> <input type="checkbox"/> We will ensure all staff are kept up to date with how safety measures are being implemented or updated. <input type="checkbox"/> We will ensure ongoing engagement with staff, (including through trades unions or employee representative groups) to monitor and understand any unforeseen impacts of changes to working environments. <input type="checkbox"/> We will promote awareness and focus on the importance of mental health at times of uncertainty (see above). <input type="checkbox"/> We will use simple, clear messaging to explain guidelines using images and clear language, with consideration of groups for which English may not be their first language and those with protected characteristics such as visual impairments. <input type="checkbox"/> We will use visual communications, e.g. whiteboards or signage, to explain safe working practices around the working site to reduce the need for face-to-face communications.		Low



**PART 2 – PREMISES AND MAINTENANCE ISSUES REQUIRED PRIOR AND DURING OPENING**

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
Fire and emergencies	Inability to operate emergency systems or procedures	All building users, contractors/maintenance personnel	High	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review and where necessary, update the existing school Fire Risk Assessment and Fire Safety Management Policy/Evacuation Plan.</li> <li><input type="checkbox"/> Ensure adequate provision of fire wardens and update training where zones they normally cover have been altered.</li> <li><input type="checkbox"/> Ensure that during any future national restrictions/local lockdown (including partial lockdown/closure) that there are sufficient trained staff/fire wardens on duty to cover the site to enable sweeps of all areas to be carried out and to ensure full evacuation of the building.</li> <li><input type="checkbox"/> Assess the suitability of Personal Emergency Evacuation Plans (PEEPs) – especially if working hours are elongated and/or previous role holders are no longer available to continue.</li> <li><input type="checkbox"/> Consider altered escape routes where children are restricted to certain areas.</li> <li><input type="checkbox"/> Consider the layout of muster points; more points may need to be created to allow for social distancing and to prevent groups or bubbles mixing – how will the person in charge at each assembly point communicate with the others? How will pupils line up – is marking required?</li> <li><input type="checkbox"/> Test whether the school’s existing system works appropriately in relation to social distancing and the advice not to mix groups or bubbles.</li> <li><input type="checkbox"/> More frequent drills may be required in the short term as more children and staff return to school to test procedures as they become accustomed to the ‘new normal’ of Class/Year bubbles, social distancing, being in different classrooms/work areas etc.</li> <li><input type="checkbox"/> However, it is accepted that during the current pandemic there may be instances where a fire drill involving the entire school may result in the school’s planned Covid control measures being compromised; e.g. two separate pupil groups (bubbles) coming briefly into contact due to the available evacuation routes. Therefore our advice is that prior to undertaking a fire drill for the whole school an assessment should be made of the potential risk of this occurring.</li> <li><input type="checkbox"/> If, as a result of the assessment, the school believes it would be preferable not to undertake a fire drill involving the whole school, steps must be taken to ensure that all pupils and staff are familiar with the escape routes. This could be achieved by individual groups physically walking the escape routes available to them but without resorting to sounding the fire alarm. It is recommended that for each group of pupils both the nearest fire exit and also the next closest</li> </ul>	<p>Refer to advice on <a href="#">Fire safety in new and existing school buildings</a></p> <p>Train staff and pupils in the correct procedures in the event of fire emergency – repeat as necessary – monitor via fire drills</p>	Low

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
				<p>alternative escape routes are used for this purpose. In line with normal practice any drill (whether full or conducted partially) should be clearly logged in the School Fire Logbook.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> It must be emphasised that the mitigating approach above is only necessary where there is a distinct possibility that the Covid control measures will be compromised for the purposes of a fire drill. In case of a genuine fire the fire evacuation procedure will take precedence over any Covid control measures; the priority is to ensure that all occupants have left the building and reached the fire assembly point.</li> <li><input type="checkbox"/> More frequent fire updates will be provided to staff and pupils, particularly where pupils are not being taught in their 'normal classrooms' so that they can familiarise themselves with the nearest fire route and ultimate exit.</li> <li><input type="checkbox"/> Clarify means of summoning emergency assistance, particularly when operating social distancing.</li> <li><input type="checkbox"/> Consider whether parental performances need to be suspended in the shorter term – see 'Music, Dance &amp; Drama' under 'Curriculum'.</li> <li><input type="checkbox"/> The use of portable heaters should be avoided where possible. However, where it is necessary to use these ensure suitable controls are implemented and include within the existing Fire Risk Assessment e.g. <ul style="list-style-type: none"> <li>- check that the electrical installation has the capacity to run multiple portable heaters to ensure none of the electrical phases become overloaded;</li> <li>- radiant type heaters must not be used;</li> <li>- the use of naked flame appliances e.g. LPG appliances, must not be permitted under any circumstance;</li> <li>- prior to use all portable heaters must be inspected to ensure that they are correctly maintained;</li> <li>- portable electrical heaters should be subject to a portable appliance test at suitable timescales and display a label;</li> <li>- heaters must be stable and prevented from being knocked over - the base of the heater should be secure (ideally use heaters that have an automatic cut-out so that if the heater is knocked-over the heater will switch-off.)</li> <li>- staff must not be permitted to bring their own portable heaters into the school;</li> <li>- when in use the heater should be connected directly to a fixed wall socket; the use of extension leads and adaptors avoided at all time;</li> <li>- all heating appliances must be kept clear of combustible material and the air flow around the appliance must not be impeded;</li> <li>- heaters must not be used under desks or other furniture;</li> </ul> </li> </ul>	<p>The advice of a competent electrician (registered with an electrical Competent Person Scheme Operator) should be sought.</p>	

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
				<ul style="list-style-type: none"> <li>- as far as practicable, heaters should not be left unattended;</li> <li>- heaters should be positioned where they will not cause an obstruction and must not be used within escape routes.</li> </ul> <p><input type="checkbox"/> Propping open doors by any other means other than proprietary hold open devices triggered by the fire alarm is normally not permitted. However, as a temporary measure, all reasonable methods of preventing infection spread may need to be introduced. The risk of a fire starting <b>during the school day when the building is occupied</b> is probably lower than the risk of covid-19 infection spread. If fire doors are held open as a measure to reduce the risk of infection transmission the following <b>will</b> be observed:</p> <ul style="list-style-type: none"> <li>- If fire doors are held open, we will alter our documented and practical procedures to ensure that more staff are appointed to ensure <b>ALL fire doors will be closed by a member of staff using the room or those undertaking sweeps of communal areas</b> in the event of the fire alarm activating.</li> <li>- We will use wedges to hold doors open – these can be easily kicked out should there be an emergency situation.</li> <li>- We will only hold doors open where access through them is required during the day and where the room beyond is occupied. This will reduce the risk of contamination. Rooms which are not being used will have the doors closed at all times.</li> <li>- At the end of each day, <b>ALL</b> fire doors <b>MUST</b> be closed. Wipe down contact points with a proprietary cleaning product ready for the next day.</li> </ul> <p><input type="checkbox"/> We will consider the closing of windows should the fire alarm activate. Because of the need for increased ventilation in the school during the Covid-19 pandemic, there may not be time to close all windows prior to evacuation. This situation is only permissible where to close all the windows would result in increased risk to staff and pupils.</p> <p><input type="checkbox"/> We will review the first aid ‘assessment of need’ to ensure that it is still sufficient. Based on this, more first aiders may need to be trained to ensure that there is adequate coverage. We will review levels of first aid equipment to ensure that these are still adequate. In particular, consideration will be given to the purchase of additional resuscitation face shields, disposable gloves and aprons.</p> <p><input type="checkbox"/> Where necessary, staff will undergo induction in the fire and emergency routines and accident/first aid procedures. This may not be the usual routes and normal nominated fire wardens may not be in attendance. Repeat as necessary.</p>	<p>Review fire doors appropriate to setting. We will consider installing proprietary hold open devices triggered by the fire alarm as a longer-term objective.</p>	

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
Lack of building/ property maintenance – preparing to re-open	Faulty equipment services leading to injury or death	All building users, contractors/ maintenance personnel	High	<p>It is important that, prior to opening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe.</p> <p><b>Health &amp; Safety Inspections</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> If the whole school site or buildings have been closed for many weeks, or if parts of the building have been out of use for a long period, undertake a health and safety check of the buildings, grounds and equipment concerned.</li> <li><input type="checkbox"/> All routine in-house monitoring, testing and inspection to commence / continue as normal.</li> </ul> <p><b>Fire Safety Systems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In terms of reoccupation, all relevant fire safety equipment and systems must be tested <b>before</b> employees and others are allowed back on site. This would typically include: <ul style="list-style-type: none"> <li>- a full functional test of the fire detection and alarm system (using multiple call points across the site and involving the call receiving centre if appropriate);</li> <li>- a full discharge test of the emergency lighting system across the site;</li> <li>- a visual inspection of all fire extinguishers to ensure that they are correctly located, full and not obviously damaged;</li> <li>- checking that fire escape routes are clear of any obstructions;</li> <li>- checking that final fire escape doors are unlocked and operational;</li> <li>- checking the operation of internal fire doors to ensure that they close properly;</li> <li>- checking that automatic fire dampers, smoke venting and smoke extraction systems are operational.</li> </ul> </li> </ul> <p><b>Water management – control of Legionella bacteria</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Water systems</b> <ul style="list-style-type: none"> <li>- Schools increasing operational capacity or opening should follow their usual water system building management procedures as they would at the end of the summer holidays.</li> <li>- Chlorinating and flushing water systems may not be necessary <b>if</b> the system has remained operational through routine flushing as advised in the cold water systems and domestic hot water services sections above.</li> <li>- You should contact your school’s legionella competent person who will advise on the action required. If a full system flush is required but not immediately available, seek advice from your competent person on alternative options.</li> </ul> </li> </ul>	<p>Refer to the Chartered Institute of Building Services Engineers’ guidance on <a href="#">emerging from lockdown</a></p> <p>Refer to <a href="#">HSE: Legionella Risks during the Coronavirus Outbreak</a></p> <p>Schools to contact the competent organisation that carried out the last Legionella Risk Assessment for advice and/or to carry out any necessary recommissioning work</p>	Low

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
				<p><input type="checkbox"/> <b>Drinking water</b></p> <ul style="list-style-type: none"> <li>- If it has not been possible to maintain system throughput of water from routine flushing to all outlets or a competent person has not tested the water and provided satisfactory bacterial test results, the water may not be safe to drink. In these circumstances, you should supply bottled drinking water until a thorough flushing and chlorination can be undertaken by a water treatment specialist.</li> </ul> <p><input type="checkbox"/> <b>Hot water services</b></p> <ul style="list-style-type: none"> <li>- Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems.</li> <li>- Regularly check hot water generation for functionality and if required, temperature recording.</li> <li>- If the hot water system has been left operational the hot water should be circulating as normal and regular checks should be carried out.</li> </ul> <p><b>Ventilation – keep occupied spaces well ventilated</b></p> <p><input type="checkbox"/> It is important to ensure the building is well ventilated and a comfortable teaching environment is maintained. This can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> <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;</li> <li>- natural ventilation – if necessary external opening doors may also be used (where safe to do so – see also ‘fire doors’ above).</li> </ul> <p><input type="checkbox"/> To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> <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> </ul>	<p>Refer to the <a href="#">HSE: Ventilation and air conditioning during the coronavirus (COVID-19) pandemic</a> and <a href="#">CIBSE coronavirus (COVID-19) advice</a></p>	

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
				<ul style="list-style-type: none"> <li>- providing flexibility to allow additional, suitable indoor clothing (see also 'school uniform' above);</li> <li>- rearranging furniture where possible to avoid direct drafts.</li> </ul> <p><input type="checkbox"/> Ventilation in toilets should be kept running where possible. When in use, avoid opening windows in toilets to assure the right direction of ventilation.</p> <p><input type="checkbox"/> Ventilation in chemical stores should be kept running as normal.</p> <p><input type="checkbox"/> Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces (see also 'use of portable heaters' above). The Workplace (Health, Safety &amp; Welfare) Regulations 1992 require employers to provide a 'reasonable' temperature in workplaces. The School Premises (England) Regulations 2012 do not specify minimum temperatures for any parts of a school but simply refer back to the Workplace Regulations. The HSE ACOP states 'the temperature in a workplace should normally be at least 16°C. If work involves rigorous physical effort, the temperature should be at least 13°C.</p> <p><input type="checkbox"/> In terms of convection heating systems, the risks are likely to be extremely low and it is unlikely that this could be replaced or retrofitted with additional filtration.</p> <p><b>Asbestos Containing Materials (ACMs)</b></p> <p><input type="checkbox"/> Complete a thorough visual inspection of all ACMs prior to reoccupation to confirm that there has been no damage during lockdown. Where any damage to ACMs is observed, the area should be isolated immediately and advice sought from a specialist asbestos management company.</p> <p><b>Restarting plant and equipment</b></p> <p><input type="checkbox"/> Recommission all systems before opening, as would normally be done after a long holiday period. This includes:</p> <ul style="list-style-type: none"> <li>- gas</li> <li>- heating</li> <li>- water supply</li> <li>- mechanical and electrical systems</li> <li>- catering equipment</li> </ul> <p><input type="checkbox"/> Establish a clear plan for restarting any equipment that has been taken out of service during lockdown to ensure the safety of those who are undertaking the maintenance as well as protecting the equipment from damage. The restart process may require electrical and mechanical isolations to be reconnected, fluids to be refilled and plant and equipment to be reenergised in a specific sequence or order.</p>	<p>Check with your heating ventilation and air conditioning (HVAC) engineer to determine whether it would be feasible to operate the system with fan functions left off or on low during operation. However, this may affect the safety/functionality of the system advice must be sought by a competent person with knowledge of your heating system/site.</p>	

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
				<p>Planning should therefore be based on manufacturers' instructions, commonly accepted technical guidance and by making reference to specialist contractors (where required). Ensure that those who are carrying out the work are competent to do so and the work is correctly coordinated between them to avoid risks.</p> <p><b>Statutory inspections</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Whilst the HSE 'recognises the potential challenges when carrying out legal requirements for thorough examination and testing (TE&amp;T) of plant and equipment as a result of additional precautions people need to take to help reduce risk of transmission of coronavirus (Covid-19)' they have stated that 'the law for Lifting Operations and Lifting Equipment Regulations (LOLER) and Pressure Systems Safety Regulations (PSSR)' remain in place. As such, employers must ensure that statutory inspections on lifting equipment (including passenger lifts and stair lifts), pressure systems, fixed electrical systems, PAT, gas appliances, etc are 'in date' prior to the reoccupation of buildings.</li> <li><input type="checkbox"/> Consider whether equipment which has not been used for an extended period of time needs a statutory inspection even if one is not due. For example, where personal lifting equipment has been left in a condition which may have compromised its structural integrity or where a lift needs servicing to ensure it is going to be operated normally and safely.</li> </ul> <p><b>Training and supervision</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In returning plant and equipment into full use, ensure that employees have retained adequate knowledge to use it safely. As such, it may be necessary to run refresher training for certain items and/or systems. This is particularly relevant to employees who only had limited experience prior to the lockdown. Review the status of any planned periodic refresher training which may have been missed during the lockdown.</li> <li><input type="checkbox"/> Ensure that there is adequate supervision of those using plant and equipment, particularly if sites operate for an extended period of time and/or experienced supervisors are not available.</li> </ul> <p><b>Cleaning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> New cleaning arrangements in line with coronavirus preparations should also include regular systematic checks: <ul style="list-style-type: none"> <li>- on drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building, for example, hygiene rooms, sports hall showers</li> </ul> </li> </ul>		



Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to explain/do?	Residual Risk
				<ul style="list-style-type: none"> <li>- where toilets are put back into use ensure the flushing of the toilets occur with the lids down and toilet ventilation systems are working.</li> </ul>		

**PART 3 – VARIATIONS TO PROTECTIVE MEASURES AS A RESULT OF THE NEW NATIONAL RESTRICTIONS (LOCKDOWN) FROM 05/11/20**

Even during periods of National Restrictions, the government continues to prioritise the wellbeing and long-term futures of children and young people and will not close early years settings, schools, further education (FE) colleges or universities. It remains very important for children and young people to attend, to support their wellbeing and education and help working parents and guardians. Senior clinicians still advise that school is the best place for children to be, and so they should continue to go to school. Childcare or education is one of the exceptions that children, young people and parents and carers can leave their home for.

The following section of this Risk Assessment covers variations to the practices and protective measures we already have in place in Parts 1 and 2 above during any periods of national restrictions (nationwide ‘lockdown’).

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
Clinically vulnerable or extremely clinically vulnerable persons returning to school	Serious respiratory illness, death	Clinically vulnerable & extremely clinically vulnerable staff and pupils	High	<p><b>Those who are Clinically Extremely Vulnerable (CEV)</b></p> <p><b>Children:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Most children originally identified as clinically extremely vulnerable no longer need to follow original shielding advice. Parents will be advised to speak to their child’s GP or specialist clinician if they have not already done so, to understand whether their child should still be classed as clinically extremely vulnerable.</li> <li><input type="checkbox"/> Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school or out of school settings whilst the national restrictions are in place. We will make appropriate arrangements to enable them to continue their education at home. Where a meeting with a GP or specialist clinician has not taken place, the public health advice is that the child is still clinically extremely vulnerable and should not attend the setting. In these situations, schools must offer clinically extremely vulnerable children access to remote education.</li> <li><input type="checkbox"/> Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school and out of school settings.</li> <li><input type="checkbox"/> Parents of clinically extremely vulnerable children will be receiving a letter shortly confirming this advice.</li> </ul> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Those individuals who are clinically extremely vulnerable are advised to work from home and not to go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP and may have been advised to shield in the past. We will talk to these individuals about how they will be supported, including to work from home where possible, during the period of national restrictions.</li> <li><input type="checkbox"/> All other staff should continue to attend work, including those living in a household with someone who is clinically extremely vulnerable.</li> </ul> <p><b>Those who are Clinically Vulnerable</b></p>	<p>However, in some cases, colleagues who are classified as CEV may still wish to attend work. Cumbria County Council Public Health has developed some further local guidance to support schools in this scenario – see <a href="https://content.govdelivery.com/accounts/UKCCC/bulletins/2ad520c">https://content.govdelivery.com/accounts/UKCCC/bulletins/2ad520c</a></p>	Based on R>1 Low/ Medium

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				<input type="checkbox"/> Staff and children who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend school in line with current guidance.		
Inadequate personal protection & PPE & spread of Covid-19 virus	Infection spread leading to serious respiratory illness, death	All building users	High	<p><b>Face Coverings</b></p> <p><i>[Primary Schools &amp; educational settings teaching Year 6 &amp; below]:</i></p> <input type="checkbox"/> There is no change to the existing position (see Section 1 of this RA). It is not mandatory for staff and visitors to wear face coverings. In situations where social distancing between adults in settings is not possible <b>indoors</b> e.g. when moving around in corridors and communal areas, the Head teacher has the discretion to recommend the use of face coverings for adults on site, for both staff and visitors. <p><i>[Out of School Settings and Wraparound Childcare]:</i></p> <input type="checkbox"/> In out-of-school settings, face coverings <b>will</b> be used where it is a requirement of the indoor setting and where the teaching, training or activity is taking place in an area in which children aged 11 and over or staff are likely to come into contact with other members of the public (complying with relevant coronavirus (Covid-19) sector guidance). <input type="checkbox"/> In addition, <b>where our school is in a high (tier 2) or very high (tier 3) alert level face coverings will</b> be worn by adults and children aged 11 and above when moving around the premises, outside of classrooms or activity rooms, such as in corridors and communal areas where social distancing cannot easily be maintained.	Some individuals are <b>exempt</b> from wearing face coverings and we expect adults and pupils to be sensitive to those needs <b>and to be aware that the reasons for this may not be visible to others. This may include, but is not limited to, those who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability.</b>	Based on R>1 Low/ Medium
Inappropriate arrangements for school transport or wider public transport	Infection spread leading to serious respiratory illness, death	All using dedicated school transport and wider public transport	High	<p><b>EYFS Settings and Childcare</b></p> <input type="checkbox"/> Journeys should only be made: <ul style="list-style-type: none"> <li>- for education or childcare;</li> <li>- for work purposes;</li> <li>- to exercise outdoors or visit an outdoor public place;</li> <li>- for visiting venues that are open;</li> <li>- for a medical reason, such as taking someone to hospital.</li> </ul> <input type="checkbox"/> If it is necessary to travel, we will walk where possible, and plan ahead and avoid busy times and routes on public transport. This will allow us to maintain social distancing while travelling. <input type="checkbox"/> If it is necessary for a childminder to pick up or drop off a child at school and walking is not practical, then a private vehicle for single household use is preferable. Use of public transport should be minimised.		Based on R>1 Low/ Medium
				<p><b>Schools</b></p> <input type="checkbox"/> Children and young people aged 11 and over <b>must</b> wear a face covering on public transport. Face coverings <b>must</b> be worn by pupils in year 7 and above when travelling on dedicated school transport to		

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				<p>secondary school or college. This does not apply to those who are <a href="#">exempt</a>.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Travel in or out of local areas should be avoided, and parents, carers and staff should look to reduce the number of journeys they make - but travelling to deliver and access education is still permitted.</li> <li><input type="checkbox"/> Staff, children and their parents and carers are encouraged to walk or cycle when travelling to and from school where this is possible, and to plan ahead and avoid busy times and routes on public transport. This will allow social distancing to be practised.</li> </ul> <p><b>Residential providers and boarding schools</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> We will support students to reduce travel between home and educational accommodation unless absolutely necessary. Where students normally travel between their boarding school and home during term time for the purpose of education, this is allowed.</li> </ul>	<p>Children, young people and their families will need to understand who is required to wear face coverings on home-to-school transport</p>	
<p>Inappropriate arrangements for out of school activities and wrap around childcare</p>	<p>Infection spread leading to serious respiratory illness, death</p>	<p>All attending/working at out of school activities and wrap around childcare</p>	<p>High</p>	<p><b>Out-of-school activities (including activities &amp; clubs related to PE, sport, music &amp; drama and wraparound care)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Out-of-school activities (including wraparound care) may continue to operate if their primary purpose is providing registered childcare, or where they are offering other childcare activities, where this is reasonably necessary to enable parents to: <ul style="list-style-type: none"> <li>- work or search for work</li> <li>- undertake training or education</li> </ul> </li> <li><input type="checkbox"/> Out-of-school activities may continue to operate for the purposes of respite care, including for vulnerable children.</li> <li><del><input type="checkbox"/> Out of school activities that are primarily used by home educating parents as part of their arrangements for their child to receive a suitable full-time education (which could include, for example, tuition centres, supplementary schools, or private tutors) may also continue to operate for the duration of the national restrictions.</del></li> <li><del><input type="checkbox"/> Youth support services, including 1-1 youth work and support groups, may also continue to operate.</del></li> <li><del><input type="checkbox"/> These settings should continue to undertake risk assessments and implement the system of controls set out in the <a href="#">protective measures for holiday clubs and after school clubs and other out of school clubs for children during the coronavirus (COVID-19) outbreak</a> guidance. Providers of youth services and activities should also refer to the <a href="#">National Youth Agency's guidance</a> for managing youth sector spaces and activities during Covid-19, where it is relevant to do so.</del></li> <li><input type="checkbox"/> Facilitated activities for children where these provide a childcare function for working parents are allowed to continue. All other out of school activities, not being primarily used by parents for these</li> </ul>		<p>Based on R&gt;1 Low/ Medium</p>

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				<p>purposes, should close for face-to-face provision for the duration of the national restrictions.</p> <p><b>Respite</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parents or carers of disabled children may continue to access respite care to support them in caring for their disabled child. Where activities are being provided solely for this purpose, they are able to continue.</li> </ul>		
Visitors & spread of Covid-19 virus	Infection spread leading to serious respiratory illness, death	All building users, visitors/ parents	High	<p><b>EYFS Settings and Childcare</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> We will restrict all visits to the setting to those that are absolutely necessary.</li> <li><input checked="" type="checkbox"/> Visits that allow a vulnerable child to meet a social worker, key worker or other necessary support should continue on site.</li> </ul>		Based on R>1 Low/ Medium
Inappropriate arrangements for managing the curriculum	Infection spread leading to serious respiratory illness, death	All staff, students, visiting coaches etc.	High	<p><b>Sport and physical education – see above in relation to out of school activities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> It is important that children continue to remain fit and active and, wherever possible, have the 60 active minutes of daily physical activity recommended by the Chief Medical Officers.</li> <li><input type="checkbox"/> We will only provide team sports listed in the <a href="#">Coronavirus (COVID-19): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events guidance</a>.</li> <li><input type="checkbox"/> We can hold PE lessons indoors, including those that involve activities related to team sports, e.g. practising specific techniques within our own system of controls.</li> <li><input type="checkbox"/> Competition between different schools should not take place, in line with the wider restrictions on grassroots sport.</li> <li><input type="checkbox"/> Pupils will be kept in consistent groups and sports equipment thoroughly cleaned between each use by different individual groups.</li> <li><input type="checkbox"/> Outdoor sports will 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. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</li> <li><input type="checkbox"/> We are able to work with external coaches, clubs and organisations for curricular activities where we are satisfied that it is safe to do so. Where schools are offering extra-curricular activities (that is, before and after school clubs) they should only do so where it is reasonably necessary to support parents to work, search for work, or undertake training or education, or where the provision is being used for the purposes of respite care.</li> </ul>	Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing.	Based on R>1 Low/ Medium

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				<p><input type="checkbox"/> We will consider carefully how such arrangements can operate within our wider protective measures.</p> <p><b>Use of external premises and off-site visits</b></p> <p><input type="checkbox"/> A number of <a href="#">businesses are required to close during national lockdown</a> including leisure and sports facilities, swimming pools, community centres and halls. These businesses and places will however be permitted to be open for a small number of exempt activities, including:</p> <ul style="list-style-type: none"> <li>- education and training (including for schools to use sports and leisure facilities where that is part of their normal provision);</li> <li>- childcare purposes and supervised activities for children.</li> </ul> <p><input type="checkbox"/> Where we use these facilities as part of our normal provision, we will negotiate appropriate access with the facility concerned.</p> <p><input type="checkbox"/> We may access any number of outdoor spaces in accordance with the <a href="#">National Lockdown Restrictions</a> document as long as we remain within the groups as determined by our school bubbles or classes.</p> <p><input type="checkbox"/> Outdoor playgrounds are exempt from closure but the general rules of social distancing will apply.</p> <p><input type="checkbox"/> During periods of National Restrictions, visits to local churches, community centres and halls will be permitted for registered childcare and supervised activities for children in line with guidance on <a href="#">Closing certain businesses and venues in England</a>.</p> <p><b>Music, dance and drama</b></p> <p><input type="checkbox"/> Music, dance and drama can be undertaken in school so long as safety precautions are undertaken. Refer to the <a href="#">full opening guidance for schools</a> and Section 1 of this Risk Assessment. Where music, dance and drama is undertaken as an extra-curricular activity, guidance on this is provided above (Out of school activities).</p> <p><b>Exams</b></p> <p><input type="checkbox"/> Pupils now have more time to prepare for their exams next year, as most AS, A levels and GCSEs will be held 3 weeks later to help address the disruption caused by the pandemic.</p> <p><input type="checkbox"/> Exam results that began on 2 November should continue in line with <a href="#">arrangements for autumn term exams</a> and <a href="#">Public health guidance to support autumn exams</a> which sets out arrangements that we should implement when delivering exams in autumn 2020.</p> <p><b>Testing for entry to selective schools</b></p> <p><input type="checkbox"/> Tests can continue to be run for entry to selective schools. Travel to such tests is considered essential travel.</p>	<p>The Government are clear that exams will go ahead next summer, as they are the fairest and most accurate way to measure a pupil's attainment.</p>	

Hazard	Risk	Individuals at risk	Risk Rating	Control Measures What are we doing now?	Notes/Additional Control Measures What more do we need to	Residual Risk
				<p><b>Home tutoring and elective home educating</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Home tutoring and out-of-school activities to support elective home education can continue to operate provided that they are primarily used by home educating parents as part of their arrangements for their child to receive a suitable full-time education.</li> </ul> <p><b>Vulnerable and disadvantaged children and young people</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> As set out in the <a href="#">full opening guidance for schools</a> we will continue to take steps to ensure vulnerable children and young people who can't attend school or college are able to access their remote education. Contact will be maintained to ensure they are doing so. Vulnerable children include those with an education, health and care (EHC) plan, children with a social worker and children who are 'otherwise vulnerable'.</li> </ul>	<p><a href="#">Guidance on assessment processes for selective school admissions</a> sets out the protective health measures to be followed.</p>	

Further Action Required	Date Action Completed	Date RA Reviewed	Significant Changes Y/N	Shared with Staff Date or N/A
<p>Settings should review and update their <b>wider</b> risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of Covid-19. This risk assessment must be read and followed in conjunction with other applicable risk assessments for the setting, staff member or pupil, adapted as necessary, and:</p> <ul style="list-style-type: none"> <li>• <a href="#">Actions for schools during the coronavirus outbreak (Full Opening: Schools)</a></li> <li>• <a href="#">Actions for Early years and childcare providers</a></li> <li>• <a href="#">Actions for Special schools and other specialist settings</a></li> <li>• <a href="#">Critical workers who can access schools or settings</a></li> <li>• <a href="#">Stay at home guidance for households with possible Covid-19 infection</a></li> <li>• <a href="#">Guidance on shielding &amp; protecting people who are clinically extremely vulnerable from COVID-19</a></li> <li>• <a href="#">RCPCH COVID-19 - 'shielding' guidance for children and young people</a></li> <li>• <a href="#">Coronavirus (COVID-19): Social Distancing</a></li> <li>• <a href="#">Social Distancing (alternative languages)</a></li> <li>• <a href="#">Coronavirus (Covid-19) Getting tested</a></li> <li>• <a href="#">Use of the NHS COVID-19 app in schools and FE colleges</a></li> <li>• <a href="#">Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners</a></li> <li>• <a href="#">Safeguarding and remote education during coronavirus (COVID-19)</a></li> <li>• <a href="#">Coronavirus (COVID-19): test kits for schools and FE providers</a></li> <li>• <a href="#">Maintaining records of staff, customers and visitors to support NHS Test and Trace</a></li> <li>• <a href="#">Actions for employers and providers following a coronavirus (COVID-19) related death of a carer or colleague across children's services.</a></li> <li>• <a href="#">Providing School Meals during the Coronavirus Outbreak</a></li> <li>• <a href="#">COVID-19: cleaning of non-healthcare settings outside the home</a></li> <li>• <a href="#">Coronavirus Covid-19 safer travel guidance for passengers</a></li> <li>• <a href="#">Coronavirus Covid-19 Safer transport guidance for operators</a></li> <li>• <a href="#">LA School Transport guidance</a></li> <li>• <a href="#">Transport to school and other places of education: 2020 to 2021 academic year</a></li> <li>• <a href="#">Safe working in education, childcare and children's social care settings, including the use of PPE</a></li> <li>• <a href="#">HSE Face Fit Testing Guidance</a></li> <li>• <a href="#">Face coverings in education</a></li> <li>• <a href="#">Face coverings: when to wear one, exemptions and how to make your own</a></li> <li>• <a href="#">Early Years Foundation Stage Statutory Framework (disapplications)</a></li> <li>• <a href="#">Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</a></li> <li>• <a href="#">Remote education during Coronavirus (Covid-19)</a></li> <li>• <a href="#">Schools and COVID-19: guidance for Black, Asian and minority ethnic (BAME) staff and their employers in school settings</a></li> <li>• <a href="#">AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context</a></li> <li>• <a href="#">Asthma UK COVID-19: Health advice for people with asthma</a></li> <li>• <a href="#">CPNI Staying Secure During Covid-19</a></li> <li>• <a href="#">Working safely during coronavirus (Covid-19)</a></li> <li>• <a href="#">COVID-19 contain framework: a guide for local decision-makers</a></li> <li>• <a href="#">Local COVID restriction tiers: what you need to know</a></li> <li>• <a href="#">Contingency framework: education and childcare settings (excluding universities)</a></li> </ul>				