

# Risk Assessment Covid-19

This example risk assessment is not exhaustive and should be used as a guide for typical COVID-19 risk management considerations and controls.

You must ensure robust arrangements are in place to control the risks if adopting any part of this assessment. It is important this assessment and proposed action is consulted with employees and their representatives. **Please record and highlight your additional risk control measures / adaptations you have made for your individual school.** Please record that employees have been consulted and made aware of the contents of the risk assessment.

**Step 1:** Identify the hazards. **Step 2:** Decide who might be harmed and how. **Step 3:** Evaluate the risks and decide on precautions. **Step 4:** Record your findings and implement them. **Step 5:** Review your assessment periodically and where there have been significant changes or any learning from accidents / incidents or work-related ill health. Risks should be reduced to as low as reasonably practicable.

When managing hazards and risks, the Hierarchy of Controls must be applied (working top down)

**Having assessed their risk, schools must work through the below system of controls, adopting measures to the fullest extent possible in a way that addresses the risk identified in their assessment, works for their school and allows them to deliver a broad and balanced curriculum for their pupils, including full educational and care support for those pupils who have Special Educational Needs and Disabilities (SEND).**

## Prevention

### You must always:

- 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend school.
- 2) Ensure face coverings are used in recommended circumstances, to improve safety, LBBB recommends the use of face masks for staff.
- 3) Ensure everyone is advised to clean their hands thoroughly more often than usual.
- 4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Consider how to minimise contact across the site and maintain social distancing wherever possible.
- 7) Always keeping occupied spaces well ventilated.

### In specific circumstances:

- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
- 9) Promote and engage in asymptomatic testing, where available.

## Response to any infection




### You must always:

- 10) Promote and engage with the NHS Test and Trace process.
- 11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
- 12) Contain any outbreak by following local health protection team advice.

This risk assessment template must be completed taking into full consideration current government guidelines for schools:  
[Schools coronavirus operational guidance.pdf\\_march2021](#)


# Risk Assessment Covid-19

Activity/Person/Location	Managing COVID-19 risks – Reopening of Schools, September 2020
Service Area	St Peter's RC Primary
Head Teacher	Clare Scott
Assessor(s) including employee representative	SLT and Governors
Date of assessment	09-03-2021
Review date	19.04.2021

Key	
	<b>Social Distancing to minimise potential spread of COVID-19</b>
	<b>Hygiene protocols to minimise potential spread of COVID-19</b>
	<b>Additional considerations to manage and control risk</b>


Resultant Risk Rating	
Please tick	
High	<input checked="" type="checkbox"/>
Medium	<input type="checkbox"/>
Low (normal)	<input type="checkbox"/>

Risk rating to be applied by each school following implementation of control measures. Select a risk rating to reflect the overall risk once control measures are in place. You are aiming to ensure that the risk is as low as reasonably practicable (ALARP)

What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
1. There is a confirmed case of coronavirus in a setting	Staff, pupils, contractors, visitors  Possible transmission of the virus between staff to staff, Staff to pupil, pupil to pupil and into the wider community. However, transmission of virus between pupil to pupil and between pupil to staff is negligible.  People can catch the virus from others who are infected in the following ways:	 Protocol in place in line with <a href="#">Guidance for schools and educational settings</a> contains detailed guidance for settings on: cleaning, testing and tracing, PPE and what settings should do in response to a case being confirmed. Schools should refer to this guidance and continue to follow measures, along with handwashing, cleaning, and self-isolation to lower the risk of transmission. <b>Child / young person / staff member with symptoms</b> Anyone with symptoms should be advised NOT to come to the school premises, they should be advised to get tested and self-isolate for 10 days (along with their household).  If a child, young person or staff member displays symptoms of coronavirus in a setting, they should be sent home and advised to get a test and self-isolate for 10 days. Their fellow household members should self-isolate for 10 days. Stay at home guidance is available <a href="#">here</a> .  All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus and are strongly encouraged to get tested in this scenario. Employee refusal to arrange a test will need to be discussed with the manager and the employee. If the child, young person or staff member	The new guidance on Schools opening has been consulted to carry out this risk assessment.			

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	<ul style="list-style-type: none"> <li>• virus moves from person-to-person in droplets from the nose or mouth spread when a person with the virus coughs or exhales</li> <li>• the virus can survive for up to 72 hours out of the body on surfaces which people have coughed on, etc</li> <li>• people can pick up the virus by breathing in the droplets or by touching contaminated surfaces and then touching their eyes or mouth</li> <li>• Exposure to the virus may result mild or moderate symptoms e.g. coughing, fever or shortness of breath, more severe symptoms include pneumonia in both lungs which can lead to</li> </ul>	<p>tests negative, they can return to their setting and the fellow household members can end their self-isolation.</p> <p>If a child with symptoms is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the <a href="#">safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a> guidance.</p> <p>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them 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 and Trace.</p> <p>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 bleach after they have left to reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p> <p><b>Child / young person / staff member with a positive test result</b></p>				

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Covid-19 Outbreaks on site	death. The children are generally asymptomatic or have mild symptoms only and the transmission rate to other children or adults is low or negligible	<p>If there is a confirmed case of coronavirus (a child, young person or a staff member with a positive test result) in a setting, they should be sent home and advised to self-isolate for 10 days. Their fellow household members should self-isolate for 10 days. Stay at home guidance is available <a href="#">here</a>.</p> <p>Where the child, young person or staff member tests positive, the rest of their class or bubble within their childcare or education setting should not be sent home unless the school has spoken to the local Public health team and London Coronavirus Response Centre. The other household members of that wider class or bubble do not need to self-isolate unless the child, young person or staff member they live with in that bubble subsequently develops symptoms.</p> <p>As part of the NHS Test and Trace programme, if other cases are detected within the cohort or in the wider setting, Local Public Health Team has put Outbreak Action Cards and SOPs in various settings on LBBD's website <a href="https://www.lbdd.gov.uk/coronavirus-covid-19">https://www.lbdd.gov.uk/coronavirus-covid-19</a>. Please follow these.</p> <p><b>In case of an outbreak (please see definitions below), contact the local Public health team and PHE London Coronavirus Response Cell (LCRC) as below:</b></p> <p>Contact Local PH team on <a href="mailto:pauline.starkey@lbdd.gov.uk">pauline.starkey@lbdd.gov.uk</a></p> <p><b>They will</b></p> <ul style="list-style-type: none"> <li>Respond to your enquiries</li> <li>Give advice if there are suspected coronavirus cases (i.e. before test result back)</li> <li>Gives ongoing support to settings managing outbreaks</li> </ul> <p>Contact PHE (LCRC) on 0300 303 0450</p> <p>They will</p>	Contact Local Public Health Team and LCRC in case of an outbreak. Please visit the council's website to access the Outbreak Action Cards and SOP for your setting			



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		<ul style="list-style-type: none"> <li>• Give initial advice when there is a person with confirmed coronavirus in a high-risk setting</li> <li>• Want organisations to notify them of all confirmed (test positive) cases in high risk local settings (Notifications to be made via <a href="mailto:LCRC@phe.gov.uk">LCRC@phe.gov.uk</a> or call 03003030450)</li> <li>• If PHE confirm that there is an outbreak in any setting, they will still:               <ul style="list-style-type: none"> <li>○ Support setting to complete an outbreak risk assessment</li> <li>○ Run through infection prevention and control check list</li> <li>○ Support with communications, if needed</li> <li>○ Alert local authority public health team who will provide ongoing support.</li> <li>○ Establish a multi-agency incident management team (if required)</li> </ul> </li> </ul> <p>The LA will undertake an outbreak risk assessment to help mitigate the risks. (Please note this is different from the Individual RA and Schools RA already undertaken)</p> <p>Where settings are observing guidance on <a href="#">COVID-19: infection prevention and control (IPC)</a> , which will reduce risk of transmission, closure of the whole setting will not generally be necessary.</p>  <p>Outbreak definition as follows. COVID-19 Education Setting Cluster and Outbreak Definitions.</p> <p><b>Cluster definition:</b> Two or more confirmed cases of COVID-19 among students or staff in a school within 14 days OR Increase in the background rate of absence due to suspected or confirmed cases of COVID-19 (does not include absence rate due to individuals shielding or self-isolating as contacts of cases).</p> <p><b>Outbreak definition:</b></p>				

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		<p>Two or more confirmed cases of COVID-19 among students or staff who are direct close contacts, proximity contacts or in the same cohort* in the school within 14 days.</p> <p>*a cohort might be in a class, year bubble or other defined bubble within the school. This definition aims to distinguish between transmission occurring in the community verses transmission occurring within the education setting.</p>				
2. Testing and contact tracing	<p>Staff, Pupils, visitors, contactors</p> <p>(Risk - as set out in section 1)</p>	<p>All staff to engage in weekly asymptomatic testing programme.</p> <p>The NHS Test and Trace programme will play an important role in helping to minimise the spread of coronavirus in the future. It will also include more traditional methods of contact tracing if a child, young person or parent test positive.</p> <p>All students will begin to return to face-to-face education on 8 March with the following testing measures in place:</p> <ul style="list-style-type: none"> <li>all primary school children will return on Monday 8 March. Primary school staff will continue to take 2 rapid COVID-19 tests each week at home</li> <li>All staff members will take Lateral Flow Tests on a Wednesday and Sunday evening. Results will be logged on the government website and reported to the head teacher</li> </ul> <p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local <a href="#">Public Health England health protection team</a>. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li><a href="#">book a test</a> if they are displaying symptoms. 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> </ul>	<p>Once the app is available, all staff, parents, visitors, contractors and pupils with a smart phone should download the app.</p> <p><a href="https://www.gov.uk/coronavirus">https://www.gov.uk/coronavirus</a></p> <p><a href="#">School to produce a leaflet with guidance for parents to include how to book a test</a></p> <p><a href="#">All visitors to give complete sheet to give contact details and to read Visitor protocols for the school</a></p>	<p>Head Teacher</p> <p>Head Teacher</p> <p>Head Teacher</p>	<p>Regular updates</p> <p>March 2021</p>	


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		<ul style="list-style-type: none"> <li>provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li><a href="#">self-isolate</a> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li> </ul> <p>Coronavirus testing is now available to everyone in England and Wales with symptoms (a new, continuous cough; high temperature; or a loss of or change in your normal sense of smell or taste)</p> <p><b>The following categories experiencing symptoms of coronavirus are encouraged to get tested</b></p> <ul style="list-style-type: none"> <li>All children and adults England (any age)</li> <li>In children under 5 the preferred route is via clinical advice and testing</li> <li>5-11-year olds can only have the test administered by a parent/guardian</li> <li>12-17-year olds can self-administer a test or have their parent/guardian do so on their behalf.</li> </ul> <p>You can only get a free NHS test if at least one of the following applies:</p> <ul style="list-style-type: none"> <li>you have a high temperature</li> <li>you have a new, continuous cough</li> <li>you've lost your sense of smell or taste or it's changed</li> <li>you've been asked to get a test by a local council</li> <li>you're taking part in a government pilot project</li> <li>you've been asked to get a test to confirm a positive result</li> </ul>				

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		<p>You can also get a test for someone you live with if they have symptoms.</p> <p><b><u>How to book a test</u></b></p> <ul style="list-style-type: none"> <li>• People can register for a test at <a href="http://www.nhs.uk/coronavirus">www.nhs.uk/coronavirus</a> , after checking their symptoms.</li> <li>• Those who do not have any access to the internet, or who have difficulty with the digital portals, can ring a new <b>119</b> service to book their test. People with hearing or speech difficulties can call 18001 119.</li> <li>• Tests for essential workers are prioritised over the tests available for the wider public through the NHS.</li> <li>• If you are an essential worker, or live with an essential worker you can apply via the <a href="#">testing for essential workers</a> link</li> <li>• The <a href="#">list of essential workers</a> is available here.</li> <li>• If staff develop symptoms they should arrange to book a test immediately and follow the testing protocol. .</li> </ul> <p><b><u>When to apply for a test</u></b></p> <p><b>When to get a test</b></p> <p>If you have symptoms, get a test as soon as possible.</p> <p>Book a visit to a test site to have the test today. Test sites are open 7 days a week. Order a home test kit if you cannot get to a test site.</p> <p><b>England and Northern Ireland</b></p> <p>You need to get the test done in the first 8 days of having symptoms.</p> <p>On days 1 to 7, you can get tested at a site or at home. If you're ordering a home test kit on day 7, do it by 3pm.</p> <p>On day 8, you need to go to a test site - it's too late to order a home test kit</p>				






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		<ul style="list-style-type: none"> <li>Apply as soon as you experience symptoms. The test is best taken within 5 days of symptoms starting.</li> </ul> <p>Schools should ask parents and staff to inform them immediately of the results of a test to take appropriate actions as highlighted in section 1 above.</p>				
3. Contingency Plan to deal with an outbreak	Staff, Pupils, visitors, contactors  (Risk - as set out in section 1)	 <ul style="list-style-type: none"> <li>If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice.</li> <li>For individuals or bubbles of self-isolating pupils, remote education plans will be put in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See guidance on <a href="#">remote education support</a>.</li> <li>In the event of a local outbreak, the PH health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.</li> <li>All existing teaching staff have been trained in how to use Google classroom and MS Teams for online teaching and meetings to ensure a contingency plan is in place in the event of a bubble or school closure.</li> </ul>	<p>Ensure Google Classroom is set up ready for remote teaching and learning by all staff including new teachers in September.</p> <p>Ensure all staff have received training and are confident to deliver this.</p>	Head Teacher	Ongoing from Sept 2020	
4. Communication strategy (communication)	Staff, Pupils, visitors, contactors	 <p>Protocol in place and includes:</p>	Regular communication with parents to inform them of updates.			

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to parents / guardians)	(Risk - As set out in section 1)	<ul style="list-style-type: none"> <li>Advice to parents on local arrangements within the school for the wearing of school uniform. Advise parents that the uniform does 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>Advise parents to limit the amount of equipment their children bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery, mobile phones and bags</li> <li>Advise parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</li> <li>If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school</li> <li>Discuss with parents the types of bubbles that will be used within the school, this being either classroom, year bubbles or mega-bubbles</li> <li>Advise parents that wearing face coverings is required at all times on public transport and shops (for children over the age of 11) or when attending a hospital as a visitor or outpatient.</li> <li>Advise parents if your risk assessment determines that surgical face masks are being worn by staff in the reception/ office areas of the school and of any additional PPE that is being worn i.e. goggles/ face masks (if the reception staff might be dealing with possible cases of spitting etc). Your risk assessment for reception and office areas may also identify other control measures i.e. Perspex screens, physical barriers, sanitising, enhanced cleaning regime etc., which should also be advised to parents</li> <li>face masks are worn by staff and face coverings should be worn by visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.</li> </ul> <p>These measures will be in place until Easter. As with all measures, it will be kept under review.</p> <ul style="list-style-type: none"> <li>Face masks and other types of Personal Protective Equipment i.e. gowns, gloves, visors and goggles will only be required in very rare</li> </ul>	<p>Letter to parents to explain any new arrangements (ongoing)</p> <p>Visual guide for parents Regular parent updates via Groupcall and parent mail.</p> <p>Back to school letter to parents March 2021</p> <p>Staff expected to wear it if they can't socially distance.</p> <p>All staff wear face coverings when moving around the school building.</p> <p>The Headteacher regularly communicates to parents with the latest updates and any relevant changes or requirements</p>	<p>Head Teacher</p> <p>Head Teacher</p> <p>Head Teacher</p> <p>Head Teacher</p> <p>Head Teacher</p> <p>Head Teacher</p>	<p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	<p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p>

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		<p>situations where the risk assessment determines that they should be worn or are already being worn by members of staff to meet the care needs of some children. The risk assessment may identify other control measures that should be in place such as screens, physical barriers, hand sanitising, enhanced cleaning regime to reduce the risk of transmission. Parents should also be advised to follow the social distancing and hand washing/sanitisation guidance.</p> <p>Advise parents there is a significant difference between a Face covering and a Face mask. Face covering is intended for use by the general public, consist of a layer of cotton cloth, can be easily made at home or purchased from the shops. They are not a Personal Protective Equipment (PPE) or a medical device, not regulated and as such do not carry a CE mark. A face covering safely covers the nose and mouth e.g. a scarf, bandana, religious garment or hand-made cloth covering can also be used as a face covering but these must securely fit round the side of the face. A Face mask on the other hand is part of the PPE and is intended to protect the wearer and generally consists of three protective layers. These are regulated, carry a CE mark and made according to specifications. They are generally used in clinical</p> <ul style="list-style-type: none"> <li>Advise parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</li> <li>Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</li> <li>Those positive with Covid-19 or symptoms - phone or email notification to be urgently made to the school and affected persons to stay away from site until required isolation periods have passed.</li> <li>Parents to be advised to follow guidance below. <a href="#">COVID-19: guidance for households with possible coronavirus infection guidance</a></li> </ul>				
5.	Staff, pupils, contractors, visitors	 <p>The latest guidance from Schools HR can be found <a href="#">here</a>.</p>				





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Shielded and clinically vulnerable Groups including those who are pregnant.  SEND pupils  Black, Asian and Minority	(Risk - as set out in section 1)          UK and international data suggest that people from	<ul style="list-style-type: none"> <li>Shielding measures will continue until at least 31<sup>st</sup> March 2021. The current advice on shielding can be found here: <a href="#">guidance-on-shielding-and-protecting-extremely-vulnerable-persons</a></li> <li>a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)</li> <li>Clinically extremely vulnerable children and young people should not attend school or other educational settings, because the risk of exposure to the virus in the community is now very high. School or colleges are required to make appropriate arrangements for them to be able to continue your education at home.</li> <li>some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at COVID-19 - 'shielding' guidance for children and young people.</li> <li>for children and young people.</li> <li>Please read <a href="#">COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable</a> for more advice.</li> <li>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education.</li> <li>Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised</li> <li>It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider what is feasible and appropriate.</li> </ul>	<p>If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc.).</p> <p>School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in</p>	SLT or SBM	March 2021	

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Ethnic (BAME) and clinically vulnerable groups	Black, Asian and Minority Ethnic (BAME) backgrounds are disproportionately affected by COVID-19.	<ul style="list-style-type: none"> <li>Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.</li> <li>Advice for those who are clinically vulnerable, including pregnant women, is available.</li> <li>Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield <b>are strongly advised to work from home because the risk of exposure to the virus in their area may currently be higher. If they cannot work from home, then they should not attend work.</b> Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19.</li> <li>Pupil local individual SEND care plans and risk assessments (where in place) reviewed regularly. To include the need for possible close contact and relevant PPE use.</li> <li>Where closer contact may be necessary (for example personal care) appropriate PPE to be worn. This would include disposable gloves, disposable apron and fluid resistant surgical facemask. Eye protection is also required if the individual is coughing, spitting.</li> <li>Management staff to follow manufactures instructions on how to use PPE correctly</li> <li>Risk assessment undertaken with BAME staff members using 'appendix 1' of this document.</li> </ul>	school where it is possible to maintain social distancing. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.			
6. Entry to school premises	Staff, pupils, contractors, visitors (Risk - as set out in section 1)	 <ul style="list-style-type: none"> <li>Traffic management plan revised to ensure pedestrian / vehicle separation is maintained. Particular consideration given where queuing areas are introduced</li> <li>Schools should consider well in advance future events, including parents evenings – how they will be managed in terms of COVID-19 arrangements</li> <li>SLT to supervise and support the new systems particularly in the first week until systems are embedded</li> </ul>	<ul style="list-style-type: none"> <li>Information / protocol on safe entry to be disseminated to parents / carers / contractors</li> <li>Staff training on protocols</li> <li></li> </ul>	SLT	Ongoing Review systems	



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		 <p>Breakfast and club remains open. After school club will resume on 8<sup>th</sup> March.</p> <p>2 metre demarcation on school entry approaches where possible, and in areas where parents will be required to queue to drop off or pick up their children. 1 metre plus can be used with mitigations</p> <ul style="list-style-type: none"> <li>• Pictorial notices to maintain social distancing displayed</li> <li>• Supervision of queues by nominated staff members</li> <li>• Staggered start times, including arrival, dismissal, lunch and break time</li> </ul> <ul style="list-style-type: none"> <li>• Nursery children who attend the morning only session will still be entitled to 3 hours each day. 8.45-9am and 11.45-12pm for Nursery morning sessions.</li> </ul> <ul style="list-style-type: none"> <li>• Controlled entry to building</li> <li>• Staff supervising entry to school to follow social distancing guidelines</li> <li>• Staff maintaining distance from pupils and other staff as much as possible</li> <li>• Nursery Parents will drop off their children in the Nursery Garden area, following a socially distanced queuing system</li> <li>• Reception, Year 1 and Year 2 parents will drop their children at their classroom doors following a socially distanced queuing system</li> <li>• Junior (Year 3-6) children will go to their classroom via the junior playground. Junior children to go to their classes independently in the mornings.</li> <li>• Parents can drop off their children between 8:45am and 9:00am.</li> <li>• Parents will be asked to wear masks during drop off and pick up times.</li> </ul> 	<ul style="list-style-type: none"> <li>• Advice / instruction on social distancing / hygiene and cleaning practices</li> <li>• All parents and visitors will only have access to the school in the event of an emergency and if they have an appointment.</li> <li>• If this is the case they must be escorted at all times and follow the risk assessment as appropriate and read protocols. All must wear a face covering.</li> <li>• All parents are asked to wear a face covering on the school site.</li> </ul>	<p>Protocol s to be communicated to parents and Visitors</p> <p>SLT and EYFS staff</p>	<p>Head Teacher Office staff SLT</p>	

What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
		<ul style="list-style-type: none"> <li>Clean hands thoroughly more often than usual. Hand washing / sanitisation stations (ideally soap and water to minimise possible adverse dermatological effects) at point of entry to school. All people entering the school must sanitise hands prior to entry. (20 seconds minimum recommended for washing with soap and water)</li> <li>Staff trained on hygiene protocols to eliminate cross-infection risks.</li> <li>Enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</li> <li>Age appropriate instruction provided to pupils on hand washing methods.</li> <li>Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered 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. Guidance on <a href="#">safe working in education, childcare and children's social care</a> provides more advice.</li> <li>To dispose of waste from people with symptoms of coronavirus, such as disposable cleaning cloths, tissues, and PPE: <ul style="list-style-type: none"> <li>put it in a plastic rubbish bag and tie it when full</li> <li>place the plastic bag in a second bin bag and tie it</li> <li>put it in a suitable and secure place marked for storage for 72 hours</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Staff are required to wear a mask in communal areas.</li> <li>Staff are encouraged to wear a 2 or 3 layered face mask in line with latest SAGE guidance.</li> <li>Staff are encouraged to wear their face mask in their class bubble if they feel it is appropriate.</li> <li>Bins have been provided and labelled at drop off and pick up points for the disposal of used disposable PPE. This will be monitored by SLT and the school caretaker</li> </ul>	Head Teacher	January 2021	




What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
		<ul style="list-style-type: none"> <li>Waste to be stored safely and securely kept away from children. face masks are worn by staff and face coverings should be worn by visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.</li> </ul>		Head Teacher	March 2021	
7. Reception areas	Staff, pupils, contractors, visitors  (Risk - as set out in section 1)	 <ul style="list-style-type: none"> <li>Telephone appointments/emails to office where possible to minimise queues at reception</li> <li>Consider if surgical masks are going to be used, together with other PPE in reception areas and offices by staff</li> <li>Screens in place to separate staff and/or demarcation to maintain safe distancing</li> <li>Notices to maintain social distancing displayed</li> </ul>  <ul style="list-style-type: none"> <li>Sanitisation / hand washing protocols to be observed when handling deliveries.</li> <li>Enhanced cleaning regime in place at reception and all school settings in line with <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>Hand washing poster displayed</li> </ul>  <ul style="list-style-type: none"> <li>Contractors and delivery companies should have safe systems of work, risk assessment and Covid-19 secure arrangements</li> </ul>	<ul style="list-style-type: none"> <li>Only essential visitors to the school are permitted.</li> <li>Queuing to be minimised where reasonably practicable</li> <li>Signs are up to encourage parents to phone or email where possible.</li> <li>Glass screens are in place between the entrance and visitors. Office staff may wear PPE if having to deal with a number of visitors, particularly in the first few days with selling of ties for example.</li> <li>As part of staff training, staff have been made aware not to access the school office.</li> <li>All communications to be made through the office window from the school entrance area.</li> </ul>	Head teacher		Complete
8. Corridors / staircases	Staff, pupils, contractors, visitors		<ul style="list-style-type: none"> <li>Reduce need for children to regularly leave the classroom</li> </ul>			









What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
	(Risk - as set out in section 1)	<ul style="list-style-type: none"> <li>Social distancing guidelines to be observed and monitored by nominated staff members</li> <li>While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.</li> <li>Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between bubbles).</li> <li>Demarcation of 2 metre distance where possible and queuing is likely, use of 1 metre plus with mitigations</li> <li>Pictorial notices to maintain social distancing displayed</li> <li>One-way systems introduced where reasonably practicable</li> </ul>  <ul style="list-style-type: none"> <li>Increased natural ventilation where possible</li> <li>Enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</li> <li>Signs to be displayed to indicate areas which can be accessed by specific year groups.</li> <li>Site / staff to ensure that all corridors / classrooms are well ventilated</li> </ul>	<p>where possible (containment/non mixing)</p> <ul style="list-style-type: none"> <li>Where corridor use is required, consider release of a classroom at a time and stagger to reduce traffic and avoid spread of infection.</li> <li>Reschedule contractor visits (unless emergency situation) to times when pupils are not present</li> </ul>	SLT	Sept 2020 ongoing	
9. Classrooms	<p>Staff, pupils, contractors, Visitors</p> <p>(Risk - as set out in section 1)</p>	 <p><b>Social distancing</b></p> <p>The school has fully considered and implemented systems which meet current guidelines for classrooms set out <a href="#">here</a>, this also applies to wraparound provision and before and after school educational activities</p> <ul style="list-style-type: none"> <li>For younger children, there is more emphasis on separating the bubble, rather than social distancing within a bubble and in older children, its more about social distancing</li> <li>In terms of general guidance - 2 metres social distance is recommended, but where this is not possible, then it should be 1 metre plus, which means with other measures in place. However, for younger children in a bubble, it has been acknowledged that social distance may not be possible to maintain or not possible at all. In older children within a bubble, they should be following the social distancing 2 metre rule ideally or 1 metre plus (i.e with other measures in place).</li> </ul>	<ul style="list-style-type: none"> <li>Wherever possible keep the same teacher with the same pupil bubble</li> </ul>			




What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
		<p>How contacts are reduced will depend on the school's circumstances and will <b>(as much as possible)</b> include:</p> <ul style="list-style-type: none"> <li>• grouping children together to form a bubble</li> <li>• avoiding contact between bubbles</li> <li>• children will be grouped to reduce close contact</li> <li>• staff maintaining distance from pupils and other staff as much as possible</li> <li>• Schools should make small adaptations to the classroom to support distancing where possible.</li> <li>• Social distancing guidelines to be applied and monitored by nominated staff members</li> <li>• The bubbles should be kept apart from other bubbles where possible and older children should be encouraged to keep their distance within bubbles and not to touch staff and their peers where possible.</li> <li>• Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between bubbles as much as possible.</li> <li>• When using larger bubbles the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. It is recognised that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their bubble.</li> <li>• Approaches of separating bubbles and maintaining distance are not 'all-or-nothing' options and will still bring benefits even if implemented partially. Some schools may keep children in their class bubbles for the majority of the classroom time, but also allow mixing into wider bubbles for specialist teaching, wraparound care and transport. Siblings may also be in different bubbles. Endeavouring to keep these bubbles at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</li> <li>• Teachers and other staff can operate across different classes and year bubbles in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year bubbles, they</li> </ul>				




What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
		<p>should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults and 1 metre plus with mitigations. (Again, we recognise this is not likely to be possible with younger children and teachers in primary schools, who can still work across bubbles if that is needed, including on different days to enable a full educational offer, as long as they are following the guidance on social distancing, hand washing, cleaning, Infection Prevention and Control (IPC) and considering within their risk assessment)</p> <ul style="list-style-type: none"> <li>• Children to remain in allocated classroom team 'bubbles' where possible</li> <li>• In order to provide an effective service to safeguard children, if a mega-bubble is required within a school setting and is going to be created, this decision must be based on the overall risk assessment and considering individual risk assessments of pupils. Considering the guidance: <a href="#">Covid-19-SEND-risk-assessment-guidance</a>. If bubbles are then required within the mega-bubble, special precautions and safety measures will be required to reduce the risk of cross bubble infection, considering the following guidance in you site specific arrangements within each relevant section of this risk assessment: <a href="#">Guidance-for-full-opening-special-schools-and-other-specialist-settings</a></li> <li>• Pictorial notices to maintain social distancing displayed</li> <li>• In order to minimise social distancing and hygiene risk through conducting visits with pupils out of school and to provide a full educational experience, schools through their risk assessment can develop COVID-19 hygiene and social distancing programmes that will allow them to bring in specialist subject teachers to deliver bespoke education to pupils.</li> <li>• PPA staff to work with a smaller number of children.</li> <li>• School children and staff will be organised into class bubbles (30 children) during lesson time. During break and lunchtimes, the children will be in Year group bubbles (60 children)</li> <li>• Year 6 will be in one bubble due to 3 teaching groups for English and Maths.</li> <li>• Breakfast Club to be organised into groups and food served at tables. Groupings are EYFS, Y1, Y2, Y3, Y4, Y5 and Y6.</li> </ul>				
				Head Teacher Break-fast	March 2021 (ongoing)	

What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
		<ul style="list-style-type: none"> <li>Registers will be kept, so that should we have a case of Covid, we would be able to track all the close and proximity contacts of the infected person.</li> </ul>  <ul style="list-style-type: none"> <li>Increased natural ventilation / avoid rooms with no natural ventilation where possible</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 (as long as they are not fire doors and where safe to do so)</li> <li>To balance the need for increased ventilation while maintaining a comfortable temperature, consider: <ul style="list-style-type: none"> <li>opening high level windows in colder weather in preference to low level to reduce draughts</li> <li>increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)</li> <li>providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform</li> <li>rearranging furniture where possible to avoid direct draughts</li> </ul> </li> </ul> <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p> <ul style="list-style-type: none"> <li></li> <li>Hand washing poster displayed</li> <li>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours</li> </ul>	Head Teacher & SLT to share with all staff	Club staff  After School club staff  Head Teacher +SLT	March 2021 (ongoing)  Ongoing	






What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
		<p>for plastics) between use by different bubbles and sanitiser to be available</p> <ul style="list-style-type: none"> <li>• Soft play / furnishing and items with intricate parts removed (early years settings)</li> <li>• Increased cleaning frequencies of hard surfaces / emptying of bins</li> <li>• Minimise sharing / touching of items</li> <li>• Adequate tissues are available to clear up spills and to catch sneezes in line with Catch it / Bin it / Kill it advice</li> <li>• Items to be sanitised before sharing (including PCs) / re-use by another person</li> <li>• Teachers make sure they wash their hands and surfaces, before and after handling pupils' books.</li> </ul>				
10. Lunch times	<p>Staff, pupils, contractors, visitors</p> <p>(Risk - as set out in section 1)</p>	 <ul style="list-style-type: none"> <li>• Children in school have lunch within their bubbles and their own allocated outside space.</li> <li>• Staggered lunch times</li> <li>• Social distancing guidelines to be applied</li> <li>• Children to remain in allocated 'bubbles' as appropriate</li> <li>• Adequate supervision ratios to enforce social distancing guidelines</li> <li>• Utilise outdoor spaces where practicable</li> <li>• One-way systems introduced where reasonably practicable</li> <li>• Consider if packed lunches are brought in by pupils or if parents bring in packed lunches for their child later in the day</li> <li>• Nursery, Reception, Year 1 and Year 2 children will all eat lunch in the dining hall (staggered times to protect bubble integrity).</li> <li>• Year 3, 4, 5, and 6 children to eat in the classroom, (staggered times to protect bubble integrity).</li> </ul>  <ul style="list-style-type: none"> <li>• Hand washing / sanitisation prior to food consumption – children to be supervised</li> <li>• Enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</li> <li>• Minimise sharing of items</li> </ul>	Teachers and SLT to support with junior children eating in classrooms where necessary.	SLT to create rota	Rota reinstated March 8th 2021	Ongoing and reviewed regularly





What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
		<ul style="list-style-type: none"> <li>Items to be washed / sanitised before sharing / re-use by another person</li> </ul>  <ul style="list-style-type: none"> <li>School kitchens can continue to operate, but must comply with the <a href="#">guidance for food businesses on coronavirus (COVID-19)</a></li> <li>Sufficient time for staff lunch / welfare breaks factored into daily staff schedules</li> </ul>				
11. Hall / assemblies	Staff, pupils, Contractors, Visitors  (Risk - as set out in section 1)	 <p>If the school lets out halls and facilities for third parties to use in the evening or on weekends, this must be risk assessed in terms of social distancing, hygiene - including enhanced cleaning regimes to determine if the hall can be used by third parties in line with COVID-19 arrangements. If this cannot be achieved, your risk assessment may determine that you can no longer hire out halls and facilities. (Not applicable)</p>  <ul style="list-style-type: none"> <li>Bubbles should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one bubble.</li> </ul> <p><b>General hall use</b></p> <ul style="list-style-type: none"> <li>Social distancing guidelines to be applied for all general activity</li> <li>Adequate supervision ratios</li> <li>Pictorial notices to maintain social distancing displayed</li> <li>One-way systems introduced where reasonably practicable</li> </ul>  <ul style="list-style-type: none"> <li>Enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</li> </ul>				



What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
12. Toilets	Staff, pupils, Contractors, visitors  (Risk - as set out in section 1)	 <ul style="list-style-type: none"> <li>Different bubbles do not need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</li> <li>Controlled entry determined locally</li> <li>Pictorial notices to maintain social distancing displayed</li> <li>Children to remain in team 'bubbles'</li> <li>Staff WC use managed locally (including class times)</li> </ul>  <ul style="list-style-type: none"> <li>Hand washing protocol increased to before and after use of toilet facilities (20 seconds minimum recommended)</li> <li>Hand washing poster displayed in all WCs</li> <li>Enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</li> </ul>				
13. Staff Areas <ul style="list-style-type: none"> <li>Staff rooms</li> <li>Meeting rooms</li> <li>Offices</li> </ul>	Staff, contractors, visitors,  (Risk - as set out in section 1)	 <ul style="list-style-type: none"> <li>Although the transmission between children to children and children to adults is minimal or negligible but transmission between adult to adult is high. Therefore, all measures should be taken such as social distancing at 2 metres for adult to adult engagement in staff rooms if they are being used. There must be frequent hand washing and enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</li> <li>Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimized, although staff must still have a break of a reasonable length during the day.</li> <li>Social distancing guidelines to be strictly applied (including in office / staff rooms / meeting rooms / inhabited spaces) staff only use staff room to make drinks and heat food</li> </ul>	<p>The staff room is now closed for mixing but available for use of facilities. Staff are able to use vacant classrooms for their lunch break. Masks/face coverings to be worn in the staffroom</p> <p>Cutlery and mugs are to be personalised, staff must not share equipment. No</p>	Chairs marked as out of use	<p>January 2021</p> <p>Sept 2020</p>	<p>Ongoing review</p> <p>Sept 2020 Ongoing review</p>



What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
		<ul style="list-style-type: none"> <li>Conduct meetings where possible via Skype / Teams</li> </ul>  <ul style="list-style-type: none"> <li>Increased cleaning frequencies of hard surfaces</li> <li>Hand washing poster displayed</li> <li>Minimise sharing of items</li> <li>Increased natural ventilation</li> <li>Items to be sanitised before sharing / re-use by another person</li> <li>Handwashing /sanitisation protocols to be followed</li> </ul>	crockery/cutlery to be left on the draining board or in the sink.			
14. Libraries	Staff, pupils' contractors, visitors,  (Risk - as set out in section 1)	 <ul style="list-style-type: none"> <li>Site specific consideration for the safe use of the library prior to wider opening of the school must be given to allow for social distancing requirements and hygiene protocols which may include:</li> <li>Children to remain in allocated classroom team 'bubbles' where possible</li> <li>limited number on entry</li> <li>One-way system</li> <li>PC spacing</li> </ul>  <ul style="list-style-type: none"> <li>Hand sanitisation prior to entry and on egress</li> <li>Books used to be left to one side for cleaning and re-filing by staff member following hygiene protocols</li> <li>Quarantine boxes to be set up in class libraries for children to place books in when they are returned.</li> <li>School Library out of use. Staff can take resources to their rooms and quarantine them before returning.</li> <li>PCs sanitised after each use</li> <li>Increased natural ventilation</li> <li>Soft play / furnishing and items with intricate parts removed (early years settings)</li> <li>Increased cleaning frequencies of hard surfaces / emptying of bins</li> <li>Minimise sharing / touching of items</li> </ul>	Teachers and support staff to set up quarantine system for book returns in each class.	Teachers and TAs	Sept 2020 ongoing	










What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
		<ul style="list-style-type: none"> <li>Adequate tissues are available to clear up spills and to catch sneezes in line with Catch it / Bin it / Kill it advice</li> <li>Items to be sanitised before sharing / re-use by another person</li> </ul>				
15. Lifts	Staff, pupils, contractors, visitors  (Risk - as set out in section 1)	 <ul style="list-style-type: none"> <li>Procedure in place for control of access/egress and use of lifts</li> <li>Demarcation to allow social distancing on egress</li> <li>Single person travel (unless accompanying SEND pupils)</li> <li>One adult to accompany SEND pupils – use of facemask by accompanying adult</li> </ul>  <ul style="list-style-type: none"> <li>Increased Hygiene protocols introduced including enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</li> </ul>				
16. School Kitchens / school meal provision	Staff, pupils, contractors  (Risk - as set out in section 1)	 <ul style="list-style-type: none"> <li>Kitchens will be fully open from March 8th and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</li> </ul>  <ul style="list-style-type: none"> <li>Social distancing guidelines to be applied</li> </ul>  <ul style="list-style-type: none"> <li>Handwashing /sanitisation protocols to be followed</li> <li>Increased cleaning frequencies of hard surfaces.</li> </ul>				



What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
		<ul style="list-style-type: none"> <li>School kitchens can continue to operate but must comply with the guidance for food businesses on coronavirus (COVID-19).</li> </ul>				
17. Pupil break times	Staff, pupils, visitors  (Risk - as set out in section 1)	 <ul style="list-style-type: none"> <li>Staggered break times</li> <li>Social distancing guidelines to be applied</li> <li>Adequate supervision ratios to enforce social distancing guidelines</li> <li>Rotate indoor / outdoor play to minimise contact</li> <li>One-way systems introduced where reasonably practicable</li> </ul>  <ul style="list-style-type: none"> <li>Prevent / reduce use of outdoor play equipment wherever possible as the virus lasts longer on metal surfaces</li> <li>Ensure the outdoor play equipment is more frequently cleaned than normal</li> <li>Soft play items removed (early years settings)</li> <li>Sanitisation upon re-entry to classroom</li> <li>Water fountains taken out of use – individual beakers to be used</li> <li>Increased Hygiene protocols introduced including enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</li> </ul>  <ul style="list-style-type: none"> <li>Sufficient time for staff lunch / welfare breaks factored into daily staff schedules</li> </ul>				
18. Music lessons	Staff, pupils, contractors, visitors  (Risk - as set out in section 1)	 <ul style="list-style-type: none"> <li>There may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance.</li> </ul>				



What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
		<ul style="list-style-type: none"> <li>Schools will consider how to reduce the risk, particularly when pupils are playing instruments or singing in small bubbles such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting bubble sizes to no more than 30, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation.</li> <li>Rocksteady music lessons, drumming lessons and individual music lessons will not take place</li> <li>Year 5 whole class music lessons will take place in the Junior Hall led by peripatetic staff. Guidance to be issued to peripatetic staff on the importance of hygiene and maintaining social distance at least 2 metres) from the staff and children.</li> <li>Singing, wind and brass playing will not take place in larger bubbles such as school choirs and ensembles, or school assemblies.</li> </ul>  <ul style="list-style-type: none"> <li>Resources that are shared between classes or bubbles, such as musical instruments, sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</li> <li>ICT suite will be cleaned by bubble staff after use.</li> </ul>				
19. Physical activity in school	Staff, pupils, contractors, visitors  (Risk - as set out in section 1)	 <ul style="list-style-type: none"> <li>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent bubbles, sports equipment thoroughly cleaned between each use by different individual bubbles, and contact sports avoided.</li> <li>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, <b>maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible)</b>, 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</li> </ul>				

What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
		<p>with government guidance for the use of, and travel to and from, those facilities.</p> <ul style="list-style-type: none"> <li>Schools should refer to the following advice:</li> <li><a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroots sport</li> <li>advice from organisations such as the <a href="#">Association for Physical Education</a> and the Youth Sport Trust</li> <li>Schools where required will work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools will also consider carefully how such arrangements can operate within their wider protective measures.</li> <li>Activities where possible will be used, 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.</li> <li>Consideration will be given to changing facilities and toilets in these facilities in relation to changing and use of the toilets.</li> </ul>  <ul style="list-style-type: none"> <li>Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</li> <li>PE kits to be sent home every Friday to be washed and returned on Mondays.</li> <li>Before and after school sports clubs will continue in bubbles.</li> </ul>				
20. Home time / egress from school premises	<p>Staff, pupils, contractors, visitors</p> <p>(Risk - as set out in section 1)</p>	 <ul style="list-style-type: none"> <li>2 metre demarcation on school egress where possible or 1 metre plus with mitigations</li> <li>Pictorial notices to maintain social distancing displayed</li> <li>Supervision of queues by nominated staff members</li> <li>Staggered egress times 3.00-3.15pm</li> <li>Controlled egress from building</li> </ul>		SLT	Feb 2021	


What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
		<ul style="list-style-type: none"> <li>Staff supervising egress to follow social distancing guidelines face masks are worn by staff</li> </ul>  Normal personal hygiene and washing of clothes <ul style="list-style-type: none"> <li>Weekly washing of PE kits</li> </ul>	School site to be sign posted and families to be written to about this before children return in September to show/explain the system	SLT	Sept 2020 ongoing	
21. Fire drills / Emergency situations	Staff, pupils, Contractors, visitors  (Risk - as set out in section 1)	 <ul style="list-style-type: none"> <li>Adequate numbers of trained staff to safely evacuate all personnel on the school premises</li> <li>Demarcation of safe distancing in place at assembly points in line with social distancing guidelines (2 metres) where reasonably practicable</li> </ul>  <ul style="list-style-type: none"> <li>Upon discovery of an actual fire, immediate evacuation of the building in a safe and controlled manner will be essential. Evacuation is the priority, in this circumstance social distancing may need to be relaxed to enable quicker evacuation.</li> <li>Fire Drill Procedures have been updated</li> <li>Fire drill to take place every half term.</li> </ul>	INSET Day training completed 2 <sup>nd</sup> September 2020	Head Teacher	2 <sup>nd</sup> Sept	
22. First Aid	Staff, pupils, visitors  (Risk - as set out in section 1)	 <ul style="list-style-type: none"> <li>Adequate numbers of trained staff to administer First Aid</li> <li>Check First aid boxes content and facilities available</li> <li>All Midday staff have undertaken First Aid training during the lockdown period.</li> <li>Year group first aid boxes have been set up for use by Year Group Bubbles</li> <li>14 additional staff to receive first aid training from 3<sup>rd</sup>-5<sup>th</sup> March</li> </ul>  <ul style="list-style-type: none"> <li>Where closer contact may be necessary, wear appropriate PPE to protect First Aider and casualty. This would include disposable gloves, disposable apron and fluid resistant surgical facemask. Eye</li> </ul>	Share procedures with all staff during INSET Day training 2 <sup>nd</sup> September 2020  February 2021	Head Teacher  Head Teacher	2 <sup>nd</sup> Sept  March 2021	



What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
		<p>protection is also required if the casualty is coughing, spitting, or vomiting</p> <ul style="list-style-type: none"> <li>The best way to protect is through rigorous cleaning, personal hygiene and regular hand hygiene.</li> <li>Where possible, all contact with members of the public should be carried out while maintaining social distancing measures</li> <li>If not possible, the principles for the Hierarchy of Risk should be applied, using measures such as physical barriers and alternative working practices</li> <li>Where other safe working systems alone may not be feasible or insufficient, as a final measure, use of PPE based on risk assessment</li> <li>For resuscitation - only deliver CPR by chest compressions and use a defibrillator (if available) <b>DON'T</b> do rescue breaths. HSE first-aid guidance can be found <a href="#">here</a>.</li> <li>Please read COVID-19: guidance for first responders</li> <li>Contact the health and safety team if it is suspected that a staff member at work has been diagnosed as having COVID-19 attributed to an occupational exposure (not societal) to coronavirus (needs to be evidence based)</li> <li>Management and staff must read and follow manufactures instructions on how to use PPE correctly. Guidance on PPE and the correct fitting of face masks can be found <a href="#">here</a>.</li> </ul>				
23. Transport Arrangements	<p>Staff, pupils, Contractors, visitors</p> <p>(Risk - as set out in section 1)</p>	<p></p> <ul style="list-style-type: none"> <li>Protocol in place in line with 3.</li> <li>Section 2: School operations</li> </ul> <p></p> <p>The approach to dedicated transport should align as far as possible with a system of controls, it is important to consider:</p> <ul style="list-style-type: none"> <li>How pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school</li> <li>Use of hand sanitiser upon boarding and/or disembarking</li> <li>Additional cleaning of vehicles</li> <li>Organised queuing and boarding where possible</li> </ul>	<p>Nazareth Room children will travel on the school bus. These children will remain in their own bubble and not return to their mainstream classes in the afternoons until it is safe to do so.</p>			



What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
		<ul style="list-style-type: none"> <li>Distancing within vehicles wherever possible, accepting this may not be possible for special needs transport and local site arrangements will be determined within this risk assessment</li> <li>The use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their bubble or who they do not normally meet</li> </ul>  <ul style="list-style-type: none"> <li>Discussion between school, local authority and transport provider to confirm suitable safe protocols are in place e.g. social distancing / cleaning / hygiene and supervision arrangements.</li> <li>The transportation of special needs children risk assessment reviewed in line with Covid-19 requirements</li> <li>If using your own school minibus, follow the government guidance for social distancing and cleaning/hygiene and supervision arrangements.</li> </ul>				
24. School Trips	Staff, pupils, contractors, visitors  (Risk - as set out in section 1)	 <ul style="list-style-type: none"> <li>It is not advised to take pupils on domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings.</li> <li>In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent bubble, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum.</li> <li>As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely.</li> <li>As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should</li> </ul>	No day trip visits will take place until further guidance is shared			



What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
		<p>consult the health and safety guidance on educational visits when considering visits.</p> <ul style="list-style-type: none"> <li>In order to minimise social distancing and hygiene risk through conducting visits with pupils out of school and to provide a full educational experience, schools through their risk assessment can develop COVID-19 hygiene and social distancing programmes that will allow them to bring in specialist subject teachers to deliver bespoke education to pupils.</li> </ul>				
25. Reoccupation of areas which have not been in use during lockdown.	<p>Staff, pupils, contractors, visitors.</p> <p>Due to some or all parts of the school premises not being used for a period of time, inspection and testing of building services and safety devices to ensure they are in full working order is required.</p>	<p> Visual inspection of whole school premises to identify and remedy health and safety hazards (undertaken with the schools Trade Union Health and Safety Representative)</p> <p></p> <ul style="list-style-type: none"> <li>Building services maintained in accordance with the LBBB 'Duty Holder Support Pack' including:</li> <li>Maintenance checks of plant and equipment undertaken – including school kitchen equipment.</li> <li>Fire alarms and systems checked and operational including: <ul style="list-style-type: none"> <li>Fire alarm panel status green</li> <li>Fire call points operational</li> <li>Emergency lighting operational</li> <li>Firefighting measures e.g. fire extinguishers, blankets all present and maintained</li> </ul> </li> <li>Gas systems maintained</li> <li>Water flushing of little used outlets undertaken to minimise risk of legionella and checks/maintenance undertaken/up to date on hot and cold-water systems (and pools) in accordance with Legionella water risk assessment. Every tap (hot and cold) should be run for minimum of 2 minutes in all areas of the school premises which have not been used during lockdown period</li> <li>Electrical equipment and systems maintained</li> <li>Electrical gate systems maintained</li> <li>Lifts and lifting equipment/hoists maintained</li> <li>Ventilation / air conditioning / extraction systems maintained if using a central ventilation system that removes and circulates air</li> </ul>	<p>SBM, DHT and a Governor to conducted Site check in March 2021</p> <p>Chair of Governors to check systems and site on Friday 18<sup>th</sup> September</p> <p>Legionella visit/check in February half term</p>	<p>SBM, DHT, Gov</p> <p>Chair of Goves</p>	<p>Date tbc</p> <p>18<sup>th</sup> Sept</p> <p>Feb 2021</p>	






What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
		<p>to different rooms, it is recommended that you turn off re-circulation and use a fresh air supply</p> <ul style="list-style-type: none"> <li>Asbestos management arrangements in place</li> <li>Boiler room plant inspected / maintained</li> <li>Play and PE equipment to still receive scheduled inspection (even though taken out of use)</li> <li>Fume cupboards maintenance up to date (Secondary schools only)</li> <li>Identify and remedy possible vermin infestations</li> </ul>				
26. Air conditioning systems	(Risk - as set out in section 1)	<p></p> <ul style="list-style-type: none"> <li>Ventilation / air conditioning / extraction systems maintained.</li> <li>If using a central ventilation system that removes and circulates air to different rooms, it is recommended that you turn off re-circulation and use a fresh air supply</li> <li>mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. 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 (as long as they are not fire doors and where safe to do so)</li> <li>To balance the need for increased ventilation while maintaining a comfortable temperature, consider: <ul style="list-style-type: none"> <li>opening high level windows in colder weather in preference to low level to reduce draughts</li> <li>increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)</li> <li>providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform</li> </ul> </li> </ul>				

What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
		<ul style="list-style-type: none"> <li>rearranging furniture where possible to avoid direct draughts</li> </ul> <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p> <ul style="list-style-type: none"> <li>HSE guidance on use of air conditioning systems followed <a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation</a> and <a href="#">CIBSE coronavirus (COVID-19) advice</a> provides more information.</li> </ul>				
27. Fire	Staff, pupils, contractors, visitors  Smoke inhalation, exposure to heat	 <ul style="list-style-type: none"> <li>Fire risk assessment and Emergency Evacuation Plans revised to take into account areas which may not be in use and changes of use to the building.</li> <li>Personal Emergency Evacuation Plans (PEEPS) in place and revised where necessary</li> <li>Ensure emergency evacuation routes out of the building are not compromised including fire doors and final exit doors.</li> </ul>	Fire Risk Assessment carried out by an external contractor in February half term		Feb 2021	Feb 2021
28. Behaviour of pupils / staff	Staff, pupils, contractors, visitors  (Risk - as set out in section 1)	 <ul style="list-style-type: none"> <li>Review of the school's pupil behaviour policy to ensure that they cover COVID-19 risk related incidents (to include individual risk assessment of children with known challenging behaviour)</li> <li>Non-compliance (designated space for de-escalation/cooling-off period with social distancing measures in place). Year bubbles. Use of library to cater for mixed bubbles in designated zones</li> <li>Designated spaces needs to be put in place for pupils displaying ACEs/Trauma/anxiety, SEND and non-compliance</li> <li>Make provision for the school to be able to sanction pupils who wilfully refuse to adhere to arrangements of social distancing and deliberately cough or spit at pupils or staff, putting them at risk.</li> <li>Policy also reviewed in line with current Government guidance considering staff also. Guidance is available <a href="#">here</a>.</li> <li>Please see processes outlined in 'Local principles on school exclusions and pupil behaviour' document</li> <li>School to monitor staff in relation to keeping to strict social distancing guidelines. The staff code of conduct applies in these</li> </ul>	<p>Behaviour Policy addendum July 2020</p> <p>HT to share expectations on INSET days – bubble staff to disseminate This is reviewed regularly</p>	Head Teacher	ongoing	

What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
		<p>times of Covid-19 and are expected to maintain social distancing and hygiene protocols at all times</p> <ul style="list-style-type: none"> <li>• Training in place to reinforce expectations of staff behaviours, including adult to adult interactions.</li> </ul>				
29. Behaviour of parents / visitors / contractors (Violence and aggression)	<p>Staff, pupils, visitors</p> <p>(Risk - as set out in section 1)</p>	<p></p> <ul style="list-style-type: none"> <li>• Review of the school's violence and aggression policy to ensure that it covers COVID-19 risk related incidents.</li> <li>• Make provision that the school will not tolerate and will take the firmest possible action possible should any person wilfully refuses to adhere to arrangements of social distancing or deliberately expose school occupants to risk</li> <li>• Consider cooling off designated areas for parents/visitors</li> <li>• For observed incidents outside the school regarding Covid-19 related antisocial behaviour contact 101 unless emergency dial 999</li> <li>• Schools police officer regularly patrolling areas before and after school</li> </ul>	Policy Reviewed 11 <sup>th</sup> Sept. Shared with staff and posted on school website.	Head Teacher	11 <sup>th</sup> Sept 2020	
30. COSHH Cleaning / Sanitisation products	<p>Pupils</p> <p>Due to required increased cleaning/sanitising of hard surfaces and items in classrooms, there is a need to ensure no residual traces of cleaning products / or access to the cleaning / sanitising product by children</p>	<p></p> <p><b>Walk-through disinfecting systems and cleaning premises using fog, mist or UV treatment</b></p> <p>The HSE and public health bodies have agreed joint <u>advice for dutyholders</u> considering using walk-through spraying or misting disinfecting systems. Walk-through disinfecting systems are not recommended under any circumstances, as this could be harmful and does not reduce the spread of COVID-19, this view is supported by the World Health Organisation.</p> <p>Fog, mist, vapour or UV (ultraviolet) treatments may be suitable options to help control the spread of COVID-19, as long as this has been considered as part of a COVID-19 Risk Assessment and users are competent, properly trained and follow the correct procedures. Any service believing they may need to use such a system, must discuss this with the health and safety team prior to purchase and use.</p>				

What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
		<ul style="list-style-type: none"> <li>• COSHH risk assessment updated to include all newly introduced cleaning products</li> <li>• Training provided to all staff members required to use cleaning products (in consultation with the schools cleaning provider)</li> <li>• Manufacturers COSHH Safety Data Sheet provided to users of chemical outlining safe use, storage, emergency arrangements and PPE to be used.</li> <li>• Strict instruction to staff / cleaning provider to keep any cleaning / sanitisation products stored / secure and out of reach of children at all times</li> <li>• Work with in house or external cleaning provider to ensure safe systems and protocols for use and storage are in place.</li> <li>• Increased Hygiene protocols introduced including enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</li> </ul>				
31. Dealing with / clearing up with Body Fluids	Staff, pupils, visitors  (Risk - as set out in section 1)	 <ul style="list-style-type: none"> <li>• Body Fluids protocol updated to include COVID-19 risks to include: <ul style="list-style-type: none"> <li>◦ Where clearing up of body fluids is required, the staff member must full appropriate PPE. This will include disposable gloves, disposable apron and fluid resistant surgical facemask and eye protection or face shield</li> <li>◦ PPE and waste disposal protocols to be followed (double bag waste)</li> <li>◦ Handwashing protocols to be followed</li> <li>◦ Protocol in place to respond to emergency cleaning requirements and increased cleaning requests</li> </ul> </li> </ul>				
32.	Staff, pupils					

What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
Equalities and Mental Wellbeing	Mental wellbeing could be affected by C-19 pandemic	<ul style="list-style-type: none"> <li>Schools mental wellbeing and support mechanisms for staff and pupils reviewed</li> <li>Additional time to be spent in the first 2 weeks on PSHE to allow children time to explore their emotions and settle back into school routines.</li> <li>Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools will ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</li> <li>All employers have a duty of care to their employees, and this extends to their mental health. Schools have mechanisms to support staff wellbeing. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the <a href="#">extra mental health support for pupils and teachers is available</a>.</li> <li>Schools have equalities policies to protect their employees, and others, from harm and continue to assess health and safety risks and consider how to meet equalities duties in the usual way.</li> </ul>	<p>SLT to remind staff and re-establish clear lines of communication between staff members and SLT to ensure all staff know who they can go to with a concern or for any support</p> <p>Wellbeing INSET being led on 1<sup>st</sup> and 2<sup>nd</sup> Sept Wellbeing sessions provided by Andrew Miles half termly</p> <p>All staff can approach the HT, DHT, AHT or SBM with any concerns</p> <p>All staff can contribute to the whole school risk assessment document which will be emailed to all staff and displayed in the staffroom. All staff to be made aware they have access to an individual risk assessment if needed</p>	<p>SLT</p> <p>Andrew Miles</p> <p>Head teacher</p>	<p>Feb 2021</p> <p>Half termly</p> <p>Sept 2020</p>	<p>ongoing</p> <p>ongoing</p>
33. Staff taking leave	Staff, pupils, parents	<p></p> <ul style="list-style-type: none"> <li>School staff have been working extremely hard throughout the coronavirus (COVID-19) outbreak and will be working hard to prepare for all pupils to return <b>from the start from 8<sup>th</sup> March 2021</b>. Many staff will want to take a holiday over the summer period, which may involve travelling abroad.</li> <li>The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. The latest</li> </ul>				

What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
Pupils taking leave		<p>guidance on quarantine can be accessed at <a href="#">coronavirus (COVID-19): how to self-isolate when you travel to the UK</a>.</p> <ul style="list-style-type: none"> <li>Staff will need to be available to work in school from the start of the autumn term. School management are discussing leave arrangements with staff before the end of the summer term to inform planning for the autumn term.</li> <li>There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting.</li> <li>Where it is not possible to avoid a member of staff having to quarantine during term time, school management should consider if it is possible to temporarily amend working arrangements to enable them to work from home.</li> <li>Schools may want to mirror and adapt the above guidance in relation to pupils. Individual Schools needs to take into account their Pupil Absence Management Policy and possibly adapt/amend and make the appropriate decision for their setting.</li> </ul>				
34. Business Continuity	Staff, pupils, Closure of premises	 <ul style="list-style-type: none"> <li>Schools Business Continuity Plan reviewed to include COVID-19 related risks</li> </ul>				
35. Travel Plan	Staff, pupils					

What are the hazards?	Who may be harmed and how? (risk)	What are you already doing?	What further action is necessary?	Actions by whom?	Action by when?	Date Completed
	(Risk - as set out in section 1)	<ul style="list-style-type: none"> <li>School Travel Plan to be developed in line with <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a></li> <li>Parents should be encouraged where possible to walk or cycle their children to school rather than using any form of transport. This will encourage healthy lifestyle; help reduce pollution and avoid overcrowding at car parks and help maintain social distancing.</li> <li>Car parking and permit availability to be reviewed</li> <li>Staff should not be car sharing or transporting pupils in their own or school vehicles.</li> </ul>				
36. Supply teachers, temporary or peripatetic staff, recruitment	Staff, temporary and peripatetic staff  (Risk - as set out in section 1)	<ul style="list-style-type: none"> <li>Where applicable, you can continue to use supply teachers and staff. It is recommended to use the <a href="#">Crown Commercial Service's agency supply deal</a> when hiring agency workers. This offers a list of preferred suppliers, who must provide transparent charging rates. You can get support by emailing <a href="mailto:supplyteachers@crownccommercial.gov.uk">supplyteachers@crownccommercial.gov.uk</a> with your school's requirements and contact details.</li> <li>Supply staff and other temporary or peripatetic staff can move between schools. Such staff and visitors must follow the school's arrangements for managing and minimising risk based on the system of controls. They should also have access to information on the safety arrangements and be provided with this as soon as possible after the booking.</li> <li>You can continue recruiting members of staff. Schools should consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible, with guidance available <a href="#">here</a>.</li> </ul>				

It is important you discuss your assessment and proposed action with employees and their representatives. A risk assessment is only effective if you and your employees act on it. You must follow through with any actions required and review it on a regular basis. You should review your risk assessment if you think it may no longer be valid e.g. following an accident/incident, or if there are significant changes to the hazards in your workplace, such as new equipment or work activities. You should consider, at a minimum, an annual review of your assessment. Risk assessment guidance is available for further information and advice on carrying out a risk assessment.

[Actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A](#)

## **Employees in the increased risk groups for Covid-19**

### **Protecting our staff – returning to work and Health Risk Assessments**

This document explains how to carry out an initial health risk assessment to enable an early review of risks, mitigation and controls for employees in vulnerable groups who work in front line roles.

It builds in, where appropriate, a role for Occupational Health to support the employee and manager in agreeing and implementing recommendations.

### **Protecting front line staff**

In response to the Covid-19 pandemic, employers have been advised to:

- Think creatively about how to enable social distancing at work, such as:
  - changing the layout of workplaces
  - adjusting shift patterns
  - staggering commute times
  - control measures for reducing risks such as virtual contact with residents as opposed to home visits where this is possible.
- Putting in place Personal Protective Equipment (and guidance for use for specific roles) as required by risk assessments.
- Ensuring that key workers are aware of testing arrangements and supported for a safe return to work.

### **Responding to these issues**

In response, the council has:

- Undertaken risk assessments for many roles and staff groups, taking into account the need for Covid-19 secure workplaces.
- Applied Government and Public Health England (PHE) guidance for PPE in our own visual guides for key workers which help staff work safely; ensure staff feel supported in their work and protect local services.
- Advised staff in specific groups which are potentially more vulnerable to practice robust social distancing measures.
- Closely followed all relevant Government and PHE guidance about social distancing, self-isolation and shield and protect arrangements
- Ensured that employees in clinically vulnerable or extremely vulnerable groups have adhered to these arrangements.



**The following section explains about the different vulnerable groups, and the action that should be taken for each of them.**

### **Clinically Extremely Vulnerable**

Individuals identified as being clinically extremely vulnerable (those with serious underlying health conditions), which puts them at the greatest risk of severe illness from coronavirus and who are advised by the NHS that they should not work outside the home, must rigorously follow shielding measures in order to keep themselves safe. The employee will have received a letter from the NHS confirming this. GP fit notes are not valid confirmation for this status. Any queries please contact your HR Adviser or Occupational Health provider.

Read [COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](#) for more advice.

- If they can work from home they will continue to do so. In some cases, work can be reorganised to facilitate this.
- In other situations, some key workers will be unable to work from home. They are expected to stay at home on full pay. A letter setting out these arrangements should be provided and they will be kept under review pending Government and PHE guidance. Alternative work may be explored, subject to a skills review and retraining.
- Similar arrangements are in place for our employees who live with someone who is shielding. An application process should be followed and managers must discuss this with their HR Adviser.

### **Clinically Vulnerable**

Employees who are at higher risk (people with some pre-existing conditions, aged 70 (regardless of medical condition, or pregnant), as set out in the [Staying at home and away from others \(social distancing\) guidance](#) are advised to take extra care in observing social distancing and should work from home where possible.

If individuals are clinically vulnerable (but not clinically extremely vulnerable) and due to the nature of their role, unable to work from home, the manager will undertake a health risk assessment. Arrangements have been made for schools that purchase the council's Occupational Health Service for a fast track referral to Occupational Health using the OH Covid-19 Specific management referral form. <https://lbbd.sharepoint.com/sites/IntTp/HR/Pages/Occupational-Health.aspx> or contact Occupational health via:

Email: [occupationalhealth@lbbd.gov.uk](mailto:occupationalhealth@lbbd.gov.uk)

Telephone: 020 8227 3509

- Occupational Health will call the employee, review the risk assessment and advise on whether the person can work, work with restrictions, or should remain at home.
- Employees who are unable to work and are at home will be provided with a letter to confirm their arrangements.

Schools which do not buy in to LBBd Occupational Health service should contact their own Occupational Health provider for medical advice.

## BAME Employees

Emerging UK and international data suggest that people from Black, Asian and Minority Ethnic (BAME) backgrounds are also being disproportionately affected by Covid-19. PHE have been asked by the Department for Health & Social Care (DHSC) to investigate this. In advance of this work, this health risk assessment has been produced to assist in making appropriate arrangements.

Managers should identify any existing underlying health conditions that may increase the risks for BAME employees undertaking their frontline roles, in any capacity. Some research points to risk factors relating to over 55 or with other health vulnerabilities. Until the review by PHE has been concluded and more evidence is available, we are recommending that the health risk assessment is undertaken with all BAME employees in front line roles.

## Health Risk Assessment

In undertaking a health risk assessment, the standard hierarchy of risk management should be followed.

When managing hazards and risks, the Hierarchy of Controls must be applied (working top down) as set out below.

### Elimination

The hazard, task or activity is physically removed or abandoned

### Substitution

Replace a material or process with a less hazardous

### Engineering

Isolate staff, pupils, visitors from the hazard

**Controls**

### Administrative

Identify and implement procedures to maximise safe working

**Controls**

### Personal

### Protective

### Equipment

### (PPE)

Only to be considered if measures above would be ineffective to control risks

It is not unreasonable for managers to ask their staff about the presence of any underlying health condition, subject to this being dealt with sensitively and confidentiality.

The line manager should undertake an initial assessment with the employee of:

- The issues and potential risk factors and how mitigation can be enabled in the way in which the work is undertaken. This includes safe systems of work, social distancing, hygiene measures and the use of appropriate personal protective equipment (PPE)
- Any temporary or alternative working arrangements that can be put in place to enable the key elements of the job role to be done.

The form below has been developed to support managers with this assessment.

As above Occupational Health should provide an assessment and support or provide additional recommendations.

## CONFIDENTIAL

### Health Risk Assessment: Exposure to Covid-19, impact on current health condition

General Information			
Employee Name			Job Title
Line manager			Job title
Location / Area:			Working hours:
Date of Assessment:			Review date
Individuals underlying health condition category / other factors:	Please tick appropriate box:	<input checked="" type="checkbox"/>	Current post involves:
	Notified as on 12 weeks Clinically Extremely Vulnerable (Shielding very high-risk group)	<input type="checkbox"/>	Directly caring for Covid-19 service users (tested as positive) and undertakes Aerosol generating procedures (AGPs)
	Clinically Vulnerable – pregnant, over 70 or underlying health condition as per PHE list	<input type="checkbox"/>	Directly caring for Covid-19 service users (tested as positive) – not undertaking AGPs
	BAME Employee	<input type="checkbox"/>	Directly caring for service users not tested / unknown Covid-19 status but within 2 meters of patient – within any setting
		<input type="checkbox"/>	Providing a service which involves levels of face to face interactions with service users / members of the public
		<input type="checkbox"/>	Providing a service to colleagues (e.g. training)

Aspects	Current Position	Additional action to reduce risk
Can <i>this</i> work be done at home?		
Could <i>alternative</i> work be undertaken at home or elsewhere in the school?		
Can face to face interactions be limited and move to virtual working?		
If they cannot, will they be able to work at 2m social distancing		
What arrangements are in place / will be put into place to ensure regular contact / wellbeing?		
Can work times be adjusted to reduce the use of public transport, especially at peak times.		

Aspects	Current Position	Additional action to reduce risk
Can work times within the school be staggered to reduce adult interactions within the setting?		
Can the layout of the school / classroom be adjusted to allow for 2-metre social distancing for the adults within the setting? (Outside of the class bubbles)		
Is Personal Protective Equipment readily available (including hand sanitiser for mobile working) where a need is identified?		
Other considerations:		

Assessment			
<i>Please tick appropriate box:</i>		<input checked="" type="checkbox"/>	Monitoring / further action:
Actions agreed as detailed above reduce the risks to the employee			Local manager to review and monitor.
Actions agreed as detailed above do not sufficiently reduce the risks to the colleague / some concerns remain.			Refer employee to Occupational Health for further advice and support
Additional notes			
<i>Please add any additional notes as appropriate</i>			
Employee signature			Date signed
Print Name			
Manager's signature			Date signed
Print Name			