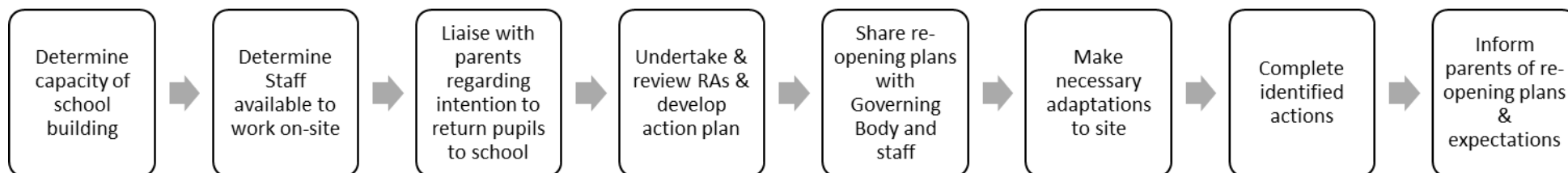


Bamburgh School Coronavirus Risk Assessment Sept 2020

ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice 25/08/2020 (Page 1 of 28)		DATE OF ASSESSMENT 2/09/20
ESTABLISHMENT/SCHOOL Bamburgh School	SECTION/TEAM All	
WHO MIGHT BE HARMED? Employees, pupils, trainees, students and visitors		HOW MANY ARE AFFECTED? 300



This Risk Assessment sets out the decisions taken and measures put in place to prepare for re-opening of school to all pupils in September 2020 and ensure the school continues to operate in a safe way. Existing policies and guidance continue to apply alongside the actions within this document, including but not limited to:

- Health and Safety Policy
- First Aid Policy
- Child Protection Policy
- CYP Response Plan
- DFE Guidance relating to COVID19
- The Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- First Aid Regulations 1981
- The Health Protection (Notification) Regulations 2010
- Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'

All staff must have read and understood this document

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 2 of 28) (SRA R2) 18/08/2020 **DATE OF ASSESSMENT**

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	✓ if in place X if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
Based on information 07/08/2020 https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools				
Premises and equipment, water, etc. not maintained to statutory requirements:	<p>Premises and utilities have been health and safety checked and building is compliant</p> <ul style="list-style-type: none"> • Water treatments • Fire alarm testing • Repairs • PAT testing • Fridges and freezers • Boiler/ heating servicing • Internet services • Any other statutory inspections • Insurance covers reopening arrangements • Fire Risk Assessment and evacuation procedures reviewed and disseminated to all staff. <p>It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe. If buildings have been closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on Legionella risks during the coronavirus outbreak.</p> <p>Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown.</p> <p>Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety</p>	✓	<p>Site Manager holds site-related documentation and evidence of checks.</p> <p>PAT testing record held by Business Manager.</p> <p>Fire Evacuation:</p> <p>Class group size will allow for social distancing during evacuation and at assembly point</p> <p>It is unlikely that Fire wardens will be available</p> <p>The teacher/lead in each classroom to take charge of pupils and staff in their room and ensure everyone leaves the building.</p> <p>All staff to follow evacuation procedure</p> <p>All deliveries will be left in the area between the inner and outer reception doors for collection. Items will be cleaned with anti bac before they are moved into school.</p> <p>All classroom doors are fitted with Dorgard auto release fire door closers. Rooms without this fitting will not be in use as teaching spaces. No manual door wedges are available in school.</p>	Low

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 3 of 28) (SRA R2) 18/08/2020 DATE OF ASSESSMENT

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	✓ if in place X if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>Executive guidance on air conditioning and ventilation during the coronavirus outbreak. In classrooms, it will be important that schools improve ventilation (for example, by opening windows).</p> <p>Science and chemical stores Check the chemical store: There may have been a spill or leak so keep safe by reading GL246 before going in, and check GL247 and GL252 for further details and advice on what to look for.</p> <p>Be particularly careful if the weather has been hot or you are unsure that the store is ventilated well.</p> <p>If you need any help or advice contact the CLEAPSS Helpline https://science.cleapss.org.uk/helpline/</p>			
	<p>The 'BUILDING RA COVID' assessment has been revised and updated for the general running of the building.</p> <p>NB: TWFRS who has confirmed that wedging doors open is not best practice, however due to the COVID-19 crisis wedging classroom doors can be done, but cross corridor doors and doors leading on to a fire escape or stairway must remain in the closed position at all times</p> <p>Any door wedged open must have the wedge removed when the class is vacant even for the shortest period and the school must risk assess this.</p> <p>As for installing barriers in front of doors this is not acceptable under any circumstance, should an area need to be segregated then the</p>		<p>All deliveries will be left in the area between the inner and outer reception doors for collection. Items will be cleaned with anti bac before they are moved into school.</p> <p>All classroom doors are fitted with Dorgard auto release fire door closers. Rooms without this fitting will not be in use as teaching spaces. No manual door wedges are available in school.</p>	L

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 4 of 28) (SRA R2) 18/08/2020 DATE OF ASSESSMENT

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	✓ if in place X if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>use of signage and Fire Exit Door Security Seals should be used which would snap if the door is forced open allowing anyone emergency egress if necessary.</p> <p>Large quantities of high-alcohol-content hand sanitiser should be stored it in a locked storage cupboard or metal cabinet and controlled like other combustibles.</p>			
Child/Adult is unwell and it is believed that they have been exposed to COVID-19.	<p>Ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). All schools must follow this process and ensure all staff are aware of it.</p> <p>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19).</p> <p>If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10 day isolation period from the day they develop symptoms.</p> <p>This only applies to those who begin their isolation on or after 30 July.</p> <p>Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on</p>	✓	<p>Staff guidance 'SCHSA' is updated as advice changes. This is available on the Google Drive shared with all staff and available off site. This includes correct use of PPE</p> <p>Parents reminded through parenthub social media and website not to send children into school if they have any coronavirus symptoms</p> <p>Person/pupil with symptoms - staff to follow current guidance.</p> <p>Additional PPE is available and can be collected from the main reception.</p>	Low

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 5 of 28) (SRA R2) 18/08/2020 DATE OF ASSESSMENT				
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	✓ if in place X if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>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 safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.</p> <p>As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</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 (see below) 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 COVID-19: cleaning of non-healthcare settings guidance.</p>			

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 6 of 28) (SRA R2) 18/08/2020 DATE OF ASSESSMENT				
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	✓ if in place X if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).			
Risk of coronavirus infection spreading to children and staff due to inadequate infection control procedure	Lead/Head teacher to regularly check the latest government advice for schools and to ensure the advice is shared and followed. See links for latest advice - Actions for education & childcare settings to prepare for wider opening from 1 June 2020 .	✓	Staff coronavirus health and safety advice, 'SCHSA' guidance document and staff timetable, covers all current key information and is updated as advice changes. This information contains the 'Key Stage group bubbles' and associated actions. It is available on the School Organisation Drive, shared with all staff, printed copies at reception and available off site.	Low
	<p>Teachers share key information about hygiene daily. Teachers to remind children at the start of the day. Resources are 'Catch it, Bin it, Kill it' poster and handwashing video and e-Bug resources to teach pupils about hygiene – information posters are displayed around the school and every classroom.</p> <p>Pupils, students, staff and visitors should wash their hands:</p> <ul style="list-style-type: none"> • before leaving home • on arrival at school • after using the toilet • after breaks and sporting activities • before food preparation • before eating any food, including snacks • before leaving school • Soap and water is more effective than using sanitisers • Minimise contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges • follow the COVID-19: cleaning of non-healthcare settings guidance 		<p>Site Manager cleaning rota identifies areas for regular and additional cleaning. Additional time allocated to cleaning staff during the school day to supplement end of day cleaning.</p> <p>Cleaning of toilets after use:</p> <ul style="list-style-type: none"> • Following use of any toilet in the school buildings, cleaner will be asked to clean that area as soon as possible. • After pupil use - classroom staff to inform reception that toilet has been used - reception to radio cleaner to contact 	

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 7 of 28) (SRA R2) 18/08/2020 **DATE OF ASSESSMENT**

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	✓ if in place X if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<ul style="list-style-type: none"> ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal <ul style="list-style-type: none"> ensure that all adults and children: <ul style="list-style-type: none"> frequently wash their hands with soap and water for 20 seconds and dry thoroughly. clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing are encouraged not to touch their mouth, eyes and nose use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') ensure that help is available for children and young people who have trouble cleaning their hands independently consider how to encourage young children to learn and practise these habits through games, songs and repetition ensure that bins for tissues are emptied throughout the day where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting. Capacity of cleaning staff is adequate to enable enhanced cleaning regime. Adequate cleaning supplies and facilities around the school are in place. 		<p>reception - cleaner will be given information to clean that specific toilet.</p> <ul style="list-style-type: none"> After adult use - inform reception staff after use and the same procedure will apply (re radio). Toilets will be allocated for primary/secondary use, to ensure no cross over between groups. Children requiring additional support with personal care will be allocated a toilet to use, each of these accessible toilets will only be used by a very small number of the same children. <p>Staff directed to use wipes supplied to clean own items after use - keyboards, phone, touchscreens, work surfaces, toilet area (cleaner will supplement cleaning of these as part of their rota).</p> <p>Staffing timetable identifies TA linked to class group to limit the need for staff to move around the building. They will inform reception when pupils have been to toilets and cleaner will be notified.</p> <p>Business Manager liaising with Site Manager to ensure ongoing supplies.</p>	

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 8 of 28) (SRA R2) 18/08/2020 **DATE OF ASSESSMENT**

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	✓ if in place X if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<ul style="list-style-type: none"> • Arrangements for longer-term continual supplies are in place. • Sufficient time is available for the enhanced cleaning regime to take place. <p>There is a dedicated helpline number for education and children's social care related queries for anyone working in early years through to universities, plus parents - 0800 046 8687 – 8am to 6pm (Monday to Friday) or 10am to 4pm (Saturday to Sunday)</p> <p>The school will ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> • has the school enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly • can the school ensure that there is enough supervision when using hand sanitiser to eliminate ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative • the school will build these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them <p>The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this</p>			

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 9 of 28) (SRA R2) 18/08/2020 DATE OF ASSESSMENT

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	✓ if in place X if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face to face education.</p> <p>Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. Face coverings are required at all times on public transport (for children over the age of 11) or when attending a hospital as a visitor or outpatient.</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> • putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> ○ more frequent cleaning of rooms / shared areas that are used by different groups ○ frequently touched surfaces being cleaned more often than normal • toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does 			

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 10 of 28) (SRA R2)

DATE OF ASSESSMENT

18/08/2020

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	✓ if in place X if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>not allow for it.</p> <ul style="list-style-type: none"> clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal <p>See COVID-19: cleaning of non-healthcare settings guidance for cleaning information.</p>			
Risk of coronavirus infection spreading due to large class sizes and reduced space	<p>The school will minimise contacts and mixing between people while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> children's ability to distance the lay out of the school the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary) <p>It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.</p> <p>Points to consider and implement:</p> <p>How to group children</p> <p>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those</p>	✓	<p>Staff guidance, 'SCHSA', shared and updated as information is updated from Government. Timetable also includes key guidance.</p> <p>Until the new signing in system is active, all staff must use their fob to activate the electronic doors to enter and leave the building. This will record staff attendance. Staff must not enter or leave the building using some else's fob and must keep a 2 metre distance from your colleagues who may also be entering/leaving the building at the same time.</p> <p>Staggered start and finish times for Primary and Secondary. Pupils transported in key stage bubbles.</p> <p>Outside and in the reception area social distancing marks for pupils to stand upon entering school. Staff member(s) allocated to each 'class bubble' to wait at the entrance for the arrival of pupils and prompt transfer to the classroom.</p>	Low

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 11 of 28) (SRA R2)

DATE OF ASSESSMENT

18/08/2020

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	✓ if in place X if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>within the group. They have been used in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.</p> <p>However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, boarding houses, dining halls, and toilets, and the provision of specialist teaching. This is the case in both primary and secondary schools, but is particularly difficult in secondary schools.</p> <p>In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.</p> <p>In secondary schools, and key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended. At primary school, and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who</p>		<p>Within the secondary setting, pupils will use the same classroom for the majority of lessons, only moving to access the practical subjects in the appropriate classrooms. Teaching staff will move from class to class to deliver lessons. Where a class group has to move classroom, they will be guided by the TA who is linked to the class group at all times.</p> <p>Because lesson times and closing and opening times are staggered a one-way circulation in corridors is not needed. To be reviewed as numbers increase.</p> <p>Areas allocated to specific 'key stage bubbles' and communicated to staff via the timetable and class rotas, include breaks and lunchtime.</p> <p>Pupils will be able to have lunch in the dining hall with their Key Stage bubble - changes to the timings for the Primary and Secondary day have allowed for separate lunch time sittings allocated to each Key Stage.</p> <p>Toilets will be allocated to according to bubbles and those requiring more personalised care will have a toilet allocated to them, this may be shared with 2 or 3 other children and will require cleaning between use - this allows for PPE equipment to be set up and labelled for</p>	

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 12 of 28) (SRA R2)

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18/08/2020

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	✓ if in place X if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).</p> <p>Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized 'bubbles'. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups 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. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</p> <p>Both the approaches of separating groups 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 groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission. All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff</p>		<p>use with each child which will remain in that space.</p> <p>Children with packed lunch will remain in their class bubble room whilst eating lunch, supervised by an SA.</p> <p>SA's to wear PPE for all lunch sessions.</p> <p>SA's to wash hands and change PPE after contact with primary class before moving to secondary class.</p> <p>SA's to clean and disinfect tables and chairs after every class sitting, prior to the next group entering the dinner hall.</p> <p>Primary and secondary staff will access breaks in the staffroom at different times according to the primary/secondary timetable which is now to set allow for staff to have break with staff within their bubble.</p> <p>Outside space is identified and allocated for specific groups only and communicated to staff via the timetable and 'key stage bubble' rotas.</p> <p>Additional use of Forest School to assist outside learning. All forest school equipment cleaned by staff at the end of each session. All</p>	

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 13 of 28) (SRA R2)

DATE OF ASSESSMENT

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HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	✓ if in place X if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</p> <p>Measures within the classroom</p> <p>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p> <p>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</p>		<p>hygiene measures followed before and after session.</p> <p>Outside primary play park area and outdoor gym not to be used. To be reviewed</p> <p>Action: Forest School Lead to supply a checklist of equipment and cleaning routine.</p> <p>Agreement with Head of Sea View School on the use of shared spaces. Campus meeting agenda to include this item.</p> <p>Cleaning guidance as per above.</p> <p>E-learning is encouraged to reduce the amount of resources leaving site. Stationery packs are not shared; each child has clearly labelled personal pack.</p> <p>No carpet time.</p> <p>Cleaning materials made available to classroom staff for regular cleaning.</p> <p>Daily start/finish organisation identified in weekly Rota on Drive and 'SCHSA' outlining social distancing.</p>	

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	<p>When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups described above. Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</p> <p>Early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. Schools should therefore work through the hierarchy of measures:</p> <ul style="list-style-type: none">• avoiding contact with anyone with symptoms• frequent hand cleaning and good respiratory hygiene practices• regular cleaning of settings• minimising contact and mixing <p>It is still important to reduce contact between people as much as possible, and we can achieve that and reduce transmission risk by ensuring children, young people and staff where possible, only mix in a small, consistent group and that small group stays away from other people and groups.</p> <p>PHE is clear that if early years settings, schools and colleges do this, and crucially if they are also applying regular hand cleaning, hygiene and cleaning measures and handling potential cases of the virus as per the advice, then the risk of transmission will be lowered.</p> <p>Where settings can keep children and young people in those small groups 2 metres away from each other, they should do so. While in general groups should be kept apart, brief, transitory contact, such as passing in a corridor, is low risk.</p>		<p>Classes decluttered, work tops to be clear.</p> <p>No lego or toys/equipment that could be shared.</p> <p>Pupils to sit side by side facing forward on each table, tables to be labelled with pupils' names.</p> <p>Chromebooks, are to be cleaned after every use.</p> <p>Work can be completed and shared with the teacher - following guidance in 'Staff coronavirus health and safety advice'. School text books/exercise books will not be sent home.</p> <p>Own pot/zip bag container for pen/pencils/utensils needed (no sharing).</p> <p>Outdoor/sporting equipment to be monitored by the PE coordinator and can only be shared or used if it can be fully cleaned after use, to allow other groups to use it. Soft or fabric balls/equipment which cannot be cleaned should not be used.</p> <p>Own water bottle kept on table.</p> <p>Hands washed regularly in lessons and at the</p>	

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	<p>For pre-school children in early years settings, the staff to child ratios within Early Years Foundation Stage (EYFS) continue to apply as set out here, and we recommend using these to group children.</p> <p>Primary schools:</p> <ul style="list-style-type: none">• Classes should normally be split in half, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant).• If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher.• Desks should be spaced as far apart as possible. <p>Measures elsewhere</p> <p>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</p> <p>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <p>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 minimised, although staff must still have a break of a reasonable length during the day.</p> <p>Measures for arriving at and leaving school</p> <p>Travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting</p>		<p>start and end of every break.</p> <p>Only cleanable resources in EY can be shared within the 'group bubble' e.g. wooden blocks, construction materials etc. but limited where possible.</p> <p>Shared communal equipment removed from classroom and outside space. Sandpit, soft furnishings to be removed and all toys kept to a minimum.</p> <p>Planned activities for break and lunch/ adult led games - must not include passing equipment eg a ball.</p> <p>Outside cleaning facilities to be positioned to entry point near art room door</p> <p>Staff to develop plans for the following practical lessons in line with the current guidance and considerations for the risks and ability to clean any shared resources after use.</p> <ul style="list-style-type: none">• PE• Science practical lessons• DT/FT• BTEC Home Cooking• PATH	

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	<p>start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</p> <p>Please ensure that you contact your Road Safety Advisor regarding any changes to start and finishing times to ensure that appropriate safety measures are updated, e.g. School Crossing Patrols, safer parking, etc.</p> <p>The Department for Education will be supporting schools across the summer on how best to communicate with parents and pupils (and staff) on what to expect on their return and the procedures and expectations in relation to the control measures schools have put in place.</p> <p>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.</p> <p>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 safe working in education, childcare and children's social care provides more advice.</p>		<p>For all practical lessons, staff members should present a plan with identified risks and mitigations for the lesson to SMT for consideration before commencing activities.</p> <p>E-learning is encouraged through the use of Google and online learning tools.</p> <p>Planning shared via Google to assist teaching assistants should they be required to lead a group.</p> <p>Introduce remote lessons delivered by teacher if not on-site.</p> <p>Project/craft work is limited based on curriculum need e.g GCSE requirements, science practicals. Science Technician to set specific group resources.</p> <p>2m markers at the entrance and in reception for pupils to stand on when they arrive. 1 staff to be at the entrance to meet children and take to class when they arrive as per the group 'bubble' start time in timetable.</p> <p>A tannoy will be called at the end of each day for groups of children to be taken to their transport areas, as and when transport arrives. Pupils will be led by a member of staff with that</p>	

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	<p>Other considerations</p> <p>Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.</p> <p>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. This will require close cooperation between both schools and the other relevant employers. Schools should have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term. Schools should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.</p> <p>As normal, schools should engage with their local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. These programmes are essential for children's health and wellbeing and can also provide benefits for staff.</p>		<p>group. One member of staff from a 'Key Stage Bubble' can take pupils from across that key stage down to the entrance for transport.</p> <p>Parents/carers informed that if their child needs to be accompanied to school, only one parent should attend. Parents and pupils informed of their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact. Parents/carers informed not to gather at entrance gates or doors, or enter the site.</p> <p>Handovers will ensure social distancing. There will be no face to face discussions between parents and staff. All communication to be conducted via phone call at an agreed time.</p> <p>All on site meetings involving outside agencies will be resumed adhering to strict guidance</p>	

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	<p>Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.</p> <p>Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. 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 for plastics) between use by different bubbles.</p> <p>Outdoor playground equipment should be more frequently cleaned. Pupils must sanitise their hands before and after playing on outdoor equipment.</p> <p>To help mitigate the spread on wood play equipment pupils must sanitise their hands before and after playing on outdoor equipment.</p>		<p>outlined by school - sessions will be communicated with parents and parental agreement must be completed prior to any session taking place.</p> <p>Visitors will be discouraged, however it is accepted that some may be essential services. These meetings will be kept to an absolute minimum and should when at all possible be via appointment. Visitors sign in using the Inventory system and are required to complete Covid 19 questions as part of this process.</p> <p>Visitors must sanitise their hands on entry and before leaving the reception area. Masks to be worn in school.</p> <p>Interactions between staff, pupils, contractors and visitors to be kept to absolute minimum</p>	

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	<p>Further details on cleaning the equipment will be provided by STC Public Health.</p> <p>KOMPAN Play equipment have stated that "The best way to clean Kompan products and disinfect for Corona virus is to use soap and water, so use normal household cleaning products. Diluted bleach can be used, undiluted bleach must not be used." Ensure bleach is diluted to the correct level and always follow the guidance on the container and MSDS. If you are to use diluted bleach:</p> <ul style="list-style-type: none">• Read and follow the instructions• Use the recommended amount of product• Keep out of the reach of children• Use only on appropriate surfaces• Never mix hypochlorite bleach with other cleaning products <p>It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources</p>		<p>and work completed outside of school hours where possible.</p> <p>Therapy sessions other than hydro will be reinstated adhering to strict guidance where any close contact work must take place. Sessions will be communicated with parents and parental agreement must be completed prior to any session taking place. All therapists will need to agree procedures with the Deputy Head (CC) before any block of sessions commence. The hydro pool will not be in use for the first term - this will be reviewed in November</p> <p>All equipment needed for the pupil is set up in the space before the start of the session and is not touched by other pupils.</p>	

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			<p>Where pupil is being withdrawn for support, the staff member will go to the classroom, and stand at the entrance to collect the pupil (not entering the classroom)</p> <p>Pupil to follow the staff member (at a distance) to the identified area and returned to class following the intervention in the same way</p> <p>The intervention is provided at a distance of at least one metre, with no close contact at any time.</p> <p>After the pupil has returned to class, the member of staff cleans the desk/work area, using disinfectant spray/wipe and washes any equipment that needs to be used by another pupil.</p>	

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			<p>If any therapy requires close contact or hands on procedures/interventions, the therapist will wear full PPE before any session commences. Gloves and apron to be disposed of correctly after use with each pupil.</p> <p>Specific Information for Technical Staff Working in School</p> <p>It is important that all technical staff must have read and be fully aware of all individual risk assessments in any individual schools that they work in.</p> <p>It is their responsibility to ensure that they have asked head teachers to see these. (All heads will be contacted directly before September</p>	

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			<p>and asked to share these risk assessments with technical staff).</p> <p>Technicians in school settings must ensure that they work in a location where they are able to practice social distancing and keep away from any bubbles that the school has in place. It is suggested that ideally they work with the head teacher to identify a location that they are able to use solely.</p> <p>Work on the school server must be done remotely and only in absolute emergencies must they work on the server in location. If this is to be done it must only be done when nobody else is the location where the server is.</p>	

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			<p>When work needs to be done on workstations or other peripherals in classrooms, this must only be done when the room is empty.</p> <p>Before working on such a machine it should be cleaned using disposable wipes and anti-bacterial spray. This cleaning should be repeated after finishing work on the machine.</p> <p>Technicians are not expected to wear any PPE including masks in school settings. The only exception to this is if they work in a setting with secondary school aged pupils. If the school they are working in have wearing masks identified in their risk assessment then ICT in Schools staff must adhere to the guidelines too.</p>	

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			Additional signage externally. Markings to indicate social distance on the approach to the school entrance.	
Risk of coronavirus infection spreading to children and staff due to lack of PPE	<p>The majority of staff in education settings <u>will not require PPE beyond what they would normally need for their work</u>, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:</p> <ul style="list-style-type: none"> children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting and staff cannot maintain a 2m distance and there is a risk of them being splashed with spit/saliva then there may be a case for PPE given we are now in sustained community transmission. A surgical mask should be worn and a risk assessment made over eye protection (it's possible that this 	✓	<p>PPE supplied for each class bubble.</p> <p>Additional PPE is available for staff to collect from school reception.</p> <p>Supplies of PPE have been increased.</p> <p>Cleaning staff to wear PPE</p> <p>SA's to wear PPE for all lunch sessions.</p> <p>SA's to wash hands and change PPE after contact with primary class before moving to secondary class.</p> <p>Staff have been given the option to wear face masks and visors should they choose and will be advised on the correct use and disposal via 'SCHSA'</p> <p>The risk assessment referred to in bullet point 3, on the left, for Bamburgh takes the form of an Individual Positive Behaviour Plan (IPBP).</p> <p>Specific pupils who are known to spit or those who have needed the use of RPI in the three months prior to lockdown have a Covid-19</p>	Low

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	<p>would be needed if pupil spitting). If any direct contact/care provided then disposable aprons and gloves should also be used... a face visor may be the better option.</p> <ul style="list-style-type: none"> Education, childcare and children's social care settings and providers should use their local supply chains to obtain PPE. Where this is not possible, and there is unmet urgent need for PPE in order to operate safely, they may approach their nearest local resilience forum or contact Philip Dixon PPE.Supplies@southtyneside.gov.uk for any PPE – explain your reasoning from your RA. <p>Read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.</p>		<p>addendum in their individual positive behaviour plans which identifies PPE requirements and are available to staff on the 'School Organisation' drive.</p> <p>Many pupils require additional support with learning - where close contact is unavoidable, staff can wear clear protective visors rather than a fluid-resistant surgical face mask so that the child can see the Teachers/TA's mouth when talking, particularly for those with HI and communication difficulties.</p>	
Lack of first aid provision due to staff shortages	<p>Risk assess the current provision – the staff and pupils medical conditions need to be taken into consideration, e.g. diabetes, allergies and the use of epi-pens, how far you are away from an A&E, etc. Where applicable you will need to ensure least one person who has a full paediatric first aid (PFA) certificate to be on the premises. You may be able to link up with other schools near to you to share first aid provision.</p> <p>https://www.gov.uk/government/publications/early-years-foundation-stage-framework-2/early-years-foundation-stage-coronavirus-disapplications</p>	✓	<p>Administration of medication: Administration of medication will be performed in the usual manner, ensuring social distancing measures at all times.</p> <p>Designated staff will administer medication as required to those pupils who require it.</p> <p>Gloves must be worn during this process and hands washed before and after the process.</p>	Low

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			All areas and equipment used during this process must be cleaned by the staff member administering the medication. First Aid staff to check latest guidance, shared with colleagues through 'SCHSA' doc. Named first aider on site at all times when pupils are present. If the named first aider is off due to sickness, DHT will allocate staffing to cover this. If it is not possible to have a first aider on site, staff to inform SMT of the incident. SMT is aware to call emergency services if required. No first aid to be administered unless this is by a trained first aider.	
Failure to use test and trace leading coronavirus infection spreading to children and staff	Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team . Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to: <ul style="list-style-type: none">• book a test 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• 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	✓		Low

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	<ul style="list-style-type: none">• self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new testing avenues as and when they become available and will work with schools so they understand what the quickest and easiest way is to get a test. By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.</p> <p>Schools should ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none">• if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.• if someone tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to			

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	<p>self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.</p> <p>Local PH contacts:</p> <ul style="list-style-type: none"> • The Covid inbox should be used in the first instance to direct any queries, as well as any information regarding any suspected or confirmed cases to COVID@southtyneside.gov.uk This inbox is monitored 7 days a week by the public health team. • Public Health England (North East and Yorkshire Region) 0300 303 8596 • Claire Mawson, Senior Public Health Advanced Practitioner claire.mawson@southtyneside.gov.uk 07776 992033 (part-time Monday-Wednesday am) • Sam Start, Senior Public Health Advanced Practitioner samantha.start@southtyneside.gov.uk 07776997869 (Wednesday pm-Friday) 			
Failure to manage confirmed cases of coronavirus (COVID-19) amongst the school community	Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.	✓	SMT to contact/liase with LHPT and follow guidance/directions as required.	Low

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	<p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none">• direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)• proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual• travelling in a small vehicle, like a car, with an infected person <p>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or</p>			

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	<p>ask staff to keep definitive records in a way that is overly burdensome.</p> <p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’. They should get a test, and:</p> <ul style="list-style-type: none">• if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.• if the test result is positive, they should inform their setting immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’			

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	<p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>Further guidance is available on testing and tracing for coronavirus (COVID-19).</p> <p>Local PH contacts:</p> <ul style="list-style-type: none"> The Covid inbox should be used in the first instance to direct any queries, as well as any information regarding any suspected or confirmed cases to COVID@southtyneside.gov.uk This inbox is monitored 7 days a week by the public health team. Public Health England (North East and Yorkshire Region) 0300 303 8596 Claire Mawson, Senior Public Health Advanced Practitioner claire.mawson@southtyneside.gov.uk 07776 992033 (part-time Monday-Wednesday am) Sam Start, Senior Public Health Advanced Practitioner samantha.start@southtyneside.gov.uk 07776997869 (Wednesday pm-Friday) 			
Failure to contain any outbreak by following local health protection team advice	<p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have</p>	✓	SMT to contact/liaise with LHPT and follow guidance/directions as required.	Low

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	<p>identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>			
Poor Psychological / Staff / Pupil Wellbeing – due to personal, workload, returning to school issues, etc.	<ul style="list-style-type: none">Approach to support wellbeing, mental health and resilience in place, including bereavement supportHow staff are supported to follow this within their own situations and that of pupils and colleagues is clear. <p>covid-19-guidance-for-the-public-on-mental-health-and-wellbeing</p>	✓	<p>Creation of a shared area containing supportive materials promoting wellbeing and signposting help. Staff are encouraged to regularly share materials.</p> <p>Staff given regular updates and emails sent stating SMT and HR are always available to speak to using remote devices.</p> <p>Action to set up a staff wellbeing group in school - to allow staff the opportunity to seek support with confidentiality and privacy if required</p>	Low

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Risk of coronavirus infection spreading due to use of transport	<p>Adjust transport arrangements where necessary including:</p> <ul style="list-style-type: none">• encourage parents and children and young people to walk or cycle to their education setting where possible• make sure schools, parents and young people follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel• ensure that transport arrangements cater for any changes to start and finish times• make sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus• make sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers• take appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts <p>LAs or transport providers could consider the following:</p> <ul style="list-style-type: none">• guidance or training for school transport colleagues• substituting smaller vehicles with larger ones, or running 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and increase the amount of space between passengers• cordoning off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out• communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times)	✓	<p>As numbers increase guidance will be shared with parents, already available on website, shared through ParentHub and social media.</p> <p>School has advised Local authority school transport of planned opening times and drop-off arrangements.</p> <p>Local authority school transport guidance is being followed which has been updated in light of coronavirus.</p>	Low

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Risk of coronavirus infection spreading to children and staff due to poor communication	<p>Consider the following steps:</p> <ul style="list-style-type: none"> tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection) tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend tell 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) 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) also think about engaging parents and children in education resources such as e-bug and PHE schools resources explain - changes to timetable, social distancing arrangements, staggered start times, expectations when in school and at home to pupils and staff ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers 	✓	<p>Additional signage externally (to be printed in house and positioned in notice board). Markings to indicate social distance on the approach to the school entrance.</p> <p>Parenthub and school social media used to communicate key messages.</p> <p>For all new procedures being introduced, parents/carers will be contacted via parenthub and social media to inform them of new procedures/times and expectations</p> <p>Parent views invited via a parental questionnaire. Responses gathered by SMT at the beginning of the new term</p> <p>As the whole school returns in September 2020, safety guidance will continue to be communicated.</p> <p>Class staff will be aware of and be able to demonstrate and regularly reinforce with pupils the correct method for wearing, removing and safely storing face masks.</p> <p>https://www.gov.uk/government/publications/face-coverings-in-education</p>	Low

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	<ul style="list-style-type: none">discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this			
Risk of coronavirus infection spreading to shielded and clinically vulnerable adults	<p>Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.</p> <p>As a result, on current evidence, PHE and DHSC advise that schools are not currently considered high risk settings when compared to other workplace environments. Rates of community transmission of coronavirus (COVID-19) are now reduced to levels below those seen when shielding was introduced, and shielding measures will be paused from 1 August 2020, with the exception of areas where local lockdown means that shielding will continue. It is therefore appropriate for teachers and other school staff to return to their workplace setting. Accordingly, we expect that staff who need to will attend school.</p> <p>From 1 August, wider government policy on going to work is expected to change, with employers to be given more discretion about where staff work. Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. Some roles, such as some administrative roles, may be conducive to home working, and school leaders should consider what is feasible and appropriate.</p> <p>All staff should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene</p>	✓	<p>Staff to continue to follow the staff absence procedure. In-house HR to liaise with staff and manage reasons for absence and to support and advise in line with current guidance.</p> <p>Staff have been supplied with ICT equipment in order to plan, deliver learning and support pupils remotely. Use of Google Classroom in place throughout school. Tapestry in use in Primary.</p>	Low

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	<p>and maintaining social distancing in line with the provisions as set out in part 5 of the 'Prevention' section.</p> <p>School leaders should explain to staff the measures the school is putting in place to reduce risks. We anticipate adherence to the measures in this guidance will provide the necessary reassurance for staff to return to schools.</p> <p>If staff are concerned, including those who may be clinically vulnerable, clinically extremely vulnerable or at increased comparative risk from coronavirus, we recommend school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.</p> <p>Staff who are clinically extremely vulnerable</p> <p>Rates of community transmission of coronavirus (COVID-19) are now reduced to levels below those seen when shielding was introduced. Shielding measures will therefore be paused from the 1 August 2020, with the exception of areas where local lockdown means that shielding will continue. Therefore, we advise that those who are clinically extremely vulnerable can return to school in September 2020 provided their school has implemented the system of controls outlined in this document, in line with the school's own workplace risk assessment. In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population, taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home and/or workspace.</p> <p>Staff who are clinically vulnerable</p> <p>Clinically vulnerable staff can return to school in September. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission.</p>			

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	<p>This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 5 of the 'Prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p> <p>Staff who are pregnant</p> <p>Pregnant women are in the 'clinically vulnerable' category, and are generally advised to follow the above advice, which applies to all staff in schools. Employers should conduct a risk assessment for pregnant women in line with the Management of Health and Safety at Work Regulations 1999 (MHSW)</p> <p>https://www.southtyneside.gov.uk/article/36422/Health-and-Safety-Manual-2019 - see Section 3.10 and Appendix F.</p> <p>The Royal College of Obstetrics and Gynaecology (RCOG) has published occupational health advice for employers and pregnant women. This document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. We advise employers and pregnant women to follow this advice and to continue to monitor for future updates to it.</p> <p>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</p> <p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in</p>			

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	<p>the COVID-19: review of disparities in risks and outcomes report, which looked at different factors including age and sex, where people live, deprivation, ethnicity, people's occupation and care home residence. These staff can return to school in September as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future.</p> <p>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p>			
Risk of coronavirus infection spreading to shielded and clinically vulnerable persons via pupil or staff attending school	<p>Pupils who are shielding or self-isolating</p> <p>We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. You should note however that:</p> <ul style="list-style-type: none">• 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)• shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the current advice on shielding• if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised	✓	Contact made with all families as numbers increase. This is being carried out by SMT to ensure criteria are met/not met before attending.	Low

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	<p>to shield during the period where rates remain high and therefore they may be temporarily absent (see below).</p> <ul style="list-style-type: none"> 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. <p>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.</p> <p>Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p> <p>All other pupils must attend school. 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.</p>			
Spread of virus during Science, D&T and Food Tech lessons	<p>Schools to follow CLEAPSS (Consortium of Local Education Authorities for the Provision of Science Services) COVID-19 (Coronavirus) in Schools - Returning in September Guidance (20/08/2020)</p> <p>CLEAPSS updated their guidance for schools returning in September. The key guide to read is GL343, this guide should be read alongside all of our COVID-19 guidance (see below for list).</p>	✓	<p>Staff to develop plans for the following practical lessons in line with the current guidance and considerations for the risks and ability to clean any shared resources after use.</p> <ul style="list-style-type: none"> PE Science practical lessons DT/FT BTEC Home Cooking PATH 	Low

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DATE OF ASSESSMENT

18/08/2020

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	✓ if in place X if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>Primary schools should refer to the primary website for their guidance.</p> <p>DT Staff should refer to our DT website for their guidance.</p> <p>Science Staff should refer to the Science website for their guidance.</p> <p>CLEAPSS during COVID-19</p> <p>The CLEAPSS office is open Tuesday to Thursday, and helplines are dealt with Monday to Friday 8.30am to 5.30pm.</p> <p>We will continue to answer ALL helplines and continue to develop both emergency guidance for COVID-19 and longer-term developmental guides across all the areas we cover.</p> <p>If you have an EMERGENCY i.e. pupil with chemical in their eye, a chemical spill, or radioactive issue. Then please call 07565 114 059 (available 8.30am-5.30pm weekdays)</p> <p>If you have a COVID-19, technical or subject based question. Then please email it to science@cleapss.org.uk.</p> <p>Please do NOT call the above mobile numbers with routine questions.</p>		<p>For all practical lessons, staff members should present a plan with identified risks and mitigations for the lesson to SMT for consideration before commencing activities.</p>	

The risk assessment templates are intended as a starting point to consider the steps you may need to take to control the risks. It is unlikely that they will be appropriate for each individual school and they should therefore be adapted for your own specific circumstances. The manager/Head must develop them taking into account individual requirements and using any specific manufactures guidelines/instructions.

ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 41 of 28) (SRA R2)			DATE OF ASSESSMENT	
18/08/2020				
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	✓ if in place X if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
Are there any other foreseeable hazards associated with this activity? YES / NO	<u>List any additional control measures</u>	✓		
Reference Documents: symptoms of coronavirus staying at home guidance guidance-to-educational-settings-about-covid-19 COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable staying-at-home-and-away-from-others Early Years Foundation Stage covid-19-guidance-for-the-public-on-mental-health-and-wellbeing Coronavirus (COVID-19): safer travel guidance for passengers social-distancing guidelines https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications PPE COVID-19: guidance for households with possible coronavirus infection PHE schools resources				
ASSESSED BY (Print name) Peter Nord			SIGNED 	DATE 8/09/20
LINE MANAGER			SIGNED	REVIEW DATE

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