



RISK ASSESSMENT Coronavirus (Covid 19)

ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (REVISION 4) – 25/08/2020		DATE OF ASSESSMENT 13.11.2020
ESTABLISHMENT/SCHOOL Biddick Hall Junior School	SECTION/TEAM All	
WHO MIGHT BE HARMED? Employees, pupils, trainees, students and visitors		HOW MANY ARE AFFECTED? 200+
<p style="color: red;"> This document has been produced in conjunction with all Government guidance All risk has been assessed to minimise the spread of the virus as far as possible The risk assessment cannot guarantee safety of pupils and staff but if followed will mitigate risk as far as possible It is staff members' responsibility read and understand this document and implement the measures described </p> <p> Based on information 07/08/2020 https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools </p>		
<pre> graph LR A[Determine capacity of school building] --> B[Determine Staff available to work on-site] B --> C[Liaise with parents regarding intention to return pupils to school] C --> D[Undertake & review RAs & develop action plan] D --> E[Share re-opening plans with Governing Body and staff] E --> F[Make necessary adaptations to site] F --> G[Complete identified actions] G --> H[Inform parents of re-opening plans & expectations] </pre>		
<p> This Risk Assessment sets out the decisions taken and measures put in place to prepare for the phased re-opening of the school 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: </p> <ul style="list-style-type: none"> ● 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' 		

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 2 of 39)				DATE OF ASSESSMENT
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> 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>Premises and equipment, water, etc. not maintained to statutory requirements:</p>	<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 Executive guidance on air conditioning and ventilation during the coronavirus outbreak.</p> <p>In classrooms, it will be important that schools improve ventilation (for example, by opening windows).</p>	Yes	<p>Biddick Hall junior School Action:</p> <ul style="list-style-type: none"> • Site Supervisor (SS) has continued with daily and weekly checks around school in line with her job description. • All external inspections have taken place as arranged. • All repairs have been undertaken via STC Asset Management Dept. • All PAT Testing conducted 26.5.20 • Insurance arranged via STC. • Fridges and microwave ovens currently available to staff to be thoroughly cleaned after use. • Internet and computing facilities remain the responsibility of current provider - ICT in Schools. • All current school RA reviewed. • Covid 19 RA shared with staff. • It is the responsibility of all adults using this building to follow advice and guidance. • Use of staff room - only 4 people allowed in at a time. • Any areas used by adults within this building should be cleaned after use (with the exception of the toilet). • Ventilation improved with doors and windows being kept open. <p>Fire procedure:</p> <ul style="list-style-type: none"> ○ Fire wardens will be available. 	LOW

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.

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' 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"> ○ The teacher in the classroom bubbles will take charge of pupils and ensure everyone leaves the building. ○ All other staff to ensure they leave the building as soon as possible. ○ Reception staff to ensure a record of all staff on site is available. It is essential that all staff on site sign in verbally with reception staff/HT. ○ Teacher to inform reception staff of any missing people from their bubble. ○ No member of staff to enter building if a fire incident is in place unless they are trained as a fire warden. ○ Reception staff to telephone 999 emergency services as soon as possible. ○ Fire evacuation point to remain as school yard. 	
	<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 use of signage and Fire Exit Door Security Seals should be used</p>	<p>This document will be used as our operational & building RA</p>	<p>Biddick Hall Junior School Action:</p> <ul style="list-style-type: none"> ● Staff entrance - reception ● Pupil entrance and exit – main gate and back gate open and manned for children to enter and leave at designated times. Children then enter school building through corridor entrances. ● Classroom and office doors to be kept open during use but left closed when vacated. ● Hall door to be wedged open when the reception area is staffed but closed when vacated. ● All fire escapes routes to be kept clear at all times, as per normal building practice. 	<p>LOW</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 4 of 39)				DATE OF ASSESSMENT
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	which would snap if the door is forced open allowing anyone emergency egress if necessary.		<ul style="list-style-type: none"> Glass partition to remain closed between office and reception 	

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 5 of 39)	DATE OF ASSESSMENT
---	---------------------------

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
Risk of coronavirus infection spreading to children and staff due to inadequate infection control procedure	<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 Soap and water is more effective than using sanitisers <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 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>	Yes <input checked="" type="checkbox"/>	<p>Biddick Hall Junior School Action:</p> <ul style="list-style-type: none"> All government guidelines have been taken into account when assessing the school for risk and for agreeing new building layout. Key hygiene information located around school. Prevent and symptoms information shared with pupils at the start of each day. Letter to parents - asking them to share good practice with pupils at home and to encourage the continuation of this behaviour at school. Letter lists these specific areas of advice. <p>Cleaning Information:</p> <ul style="list-style-type: none"> After each use of school equipment, staff members are expected to wipe the item clean (eg photocopier, keyboard, telephone, etc). Non classroom members of staff to wipe down their own work area, including chair, telephone, keyboard, at the end of each work shift. These areas will be cleaned by the cleaner but this is an additional cleaning measure. LA cleaners will still come in at the end of the day as usual. SS will ensure all cleaning in school will be at the highest level. All classroom bubbles will have a hand sanitiser station as well as a sink. 	LOW

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 6 of 39)	DATE OF ASSESSMENT
---	---------------------------

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<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 • 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 • different groups don't 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. <p>See COVID-19: cleaning of non-healthcare settings guidance for cleaning information.</p>		<ul style="list-style-type: none"> • All pupils and staff members have access to soap and water - either in classroom bubble or in the toilet areas. • Cleaning equipment - stock take conducted on a daily basis to ensure good stocks of everything needed in school to ensure good hygiene measures. • All pupils issued with their own stationery bag. • All classes to be issued with box of PE/sporting equipment for outdoor use - items and box to be cleaned at the end of the day. • Teacher to reinforce cleaning and hygiene messages during the day. • Teachers to supervisor hand washing and hand sanitising. • Use of toilets - pupils will be supervised by classroom staff. Classroom staff to ensure no crowding of toilet areas. • All pupils to ensure they wear uniform each day cleaned in the normal way. • All rooms to ensure windows and doors are open regularly to allow fresh air to circulate. • Paper towels to be provided as an alternative to hand dryers in toilets. • Waste bins in each room and frequently emptied. • All waste removed at end of each day. • Where a known or suspected Covid 19 case has been reported, a full clean will be 	

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 7 of 39)

DATE OF ASSESSMENT

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
			completed as per the specific guidelines given by the government.	

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.

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
Risk of coronavirus infection spreading to children and staff due to inadequate infection control procedure	<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. ● Adequate cleaning supplies and facilities around the school are in place. ● Arrangements for longer-term continual supplies are in place. ● Sufficient time is available for the enhanced cleaning regime to take place. 	☐	Biddick Hall Junior School Action: <ul style="list-style-type: none"> ● Children supervised whilst washing their hands frequently ● Tissues provided in all classrooms ● Doors and windows opened to ensure ventilation ● Bins with lids in every classroom being used to dispose of tissues. ● Areas cleaned down regularly by staff ● LA cleaning staff daily at designated times ● Supplies monitored by SS to ensure enough supplies 	LOW

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 9 of 39)				DATE OF ASSESSMENT
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
<p>Child/Adult is unwell and it is believed that they have been exposed to COVID-19.</p>	<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). 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 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</p>	<input type="checkbox"/>	<p>Biddick Hall Junior School Action:</p> <ul style="list-style-type: none"> ● First aid /sick bay established in reception area - AR office. ● Named first aider on site at all times when pupils are present. Staff to inform SLT of any incidents. SLT is aware to call emergency services if required. No first aid to be administered unless this is by a trained first aider. ● PPE available for use by all staff if treating any child who shows symptoms of COVID 19 and can't keep 2m social distancing. ● PPE made available if requested by staff administering first aid ● Staff wearing face covering are advised to: <ul style="list-style-type: none"> ○ wash hands thoroughly with soap and water for 20 seconds or use hand sanitiser before putting face covering on and after removing it. ○ Avoid touching face or face covering as you could contaminate them with germs from hands. ○ Change face covering if it becomes damp or you have been touching it. ○ Continue to wash hands regularly. ○ Change face covering daily. 	<p>LOW</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 10 of 39)				DATE OF ASSESSMENT
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>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> <p>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).</p>		<ul style="list-style-type: none"> ○ If it is not washable - dispose of it carefully in the normal waste. ○ Practise SD whenever possible. ● Any child showing any symptoms will be taken to reception AR office to await their parent's collection and kept in isolation. <p>Procedure for pupils with symptoms</p> <ul style="list-style-type: none"> ● Classroom staff take child to first aid / sick area. Sit child near door and open. ● First aider puts on all necessary PPE equipment if they cannot keep 2m SD. ● First aider to stay with child until collected. ● Secretary, HT/DHT to call parents if any child shows any symptoms. ● Parents informed that they must be available to collect their child immediately if we call them with this information. If a parent is unable or unwilling to collect their child immediately, reception staff will inform member of SLT immediately and this will be dealt with as a safeguarding issue. ● Once area is clear after usual cleaning is carried out 	

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 11 of 39)	DATE OF ASSESSMENT
--	---------------------------

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
--	---------------------------	---	---	---

			<p>Person with symptoms -</p> <ul style="list-style-type: none"> • Parent MUST organise a test • Positive result = 10 day's isolation AND all other people in their bubble & other people they have been in contact with to be tested <p>Rest of people in bubble:</p> <ul style="list-style-type: none"> • Sent home with recommendation of having a test • If above person comes back positive - they MUST have test and follow Public Health guidelines - 14 day's isolation • If above person comes back negative - they can come back to school <p>Normal first aid:</p> <ul style="list-style-type: none"> • Any child to treat themselves if they can – use a wipe to clean knee, grazes etc... • Normal first aid to be only carried out by trained first aider • AR to ensure all first aid kits are checked on a weekly basis and supplies replenished. • First aiders to follow government guidelines. • First aiders must wash their hands or use hand sanitiser before and after treating a casualty. • First aiders to consider cross contamination that could occur which was covered in their training. 	
--	--	--	---	--

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 12 of 39)				DATE OF ASSESSMENT
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' 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"> • All waste will be disposed. • First aider to ensure all protocols are followed (paperwork, informing parents, etc) before the end of the school day. • All trained first aiders must exercise extreme caution when treating any injury to any party as the social distancing measure of 2 metres may have to be breached to facilitate treatment by close and direct contact • First aiders must assess the injured party from a distance of 2 metres and where treatment has been identified as required first aiders must wear protective gloves and protective face masks whilst treating any type of injury or casualty and must wash hands immediately after treatment has been completed. • If a casualty requires CPR then this should be administered by chest compressions only and not rescue breaths as adequate infection control for first aiders cannot be maintained. • First aider to clean areas used during this process. <p>Administration of medication:</p> <ul style="list-style-type: none"> • Administration of medication will be performed in the usual manner. • Areas used or touched during first aid will be cleaned by first aider before returning pupil to classroom. 	

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 13 of 39)				DATE OF ASSESSMENT
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' 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"> Gloves must be worn during this process and hands washed before and after process. All areas used during this process must be cleaned by staff member administering the medication. 	
Risk of coronavirus infection spreading to shielded and clinically vulnerable adults	<p>Where schools apply the full measures in the Government guidance and the Building and School RAs, 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.</p> <p>Advice for those who are clinically-vulnerable, including pregnant women, is available.</p> <p>Those individuals who are clinically extremely vulnerable are advised to work from home and not to go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP, and may have been advised to shield in the past. Staff should talk to their employers about how they will be supported, including to work from home where possible, during the period of national restrictions.</p> <p>All other staff should continue to attend work, including those living in a household with someone who is clinically extremely vulnerable.</p>	<input type="checkbox"/>	<p>Biddick Hall Junior School Actions:</p> <ul style="list-style-type: none"> HT will follow all advice given by Government, LA and HR on who can return to work and who should remain at home. RA carried out on extremely vulnerable– MT has a shielding letter so will return now shielding has ceased from 1st September RA carried out on clinically vulnerable staff – advised to take extra care in observing SD including anyone who is pregnant. Where shielding is required, copy of government letter presented and are not expected to work in school building. Staff members to keep HT up to date with developments. RA to be shared with all school staff; asking all staff members to read the document and reply to say they have done so. Even if a staff member does not reply to say they have read the document, it will be assumed that they have done so and are willing to follow all guidelines outlined. It is felt that as part of the staff team of 	LOW

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 14 of 39)				DATE OF ASSESSMENT
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> 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>Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. 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.</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 school where it is possible to maintain social distancing. Further details will be sent to all schools and available on the Intranet.</p> <p>Staff and children who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend school in line with current guidance.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p>		<p>Biddick Hall Junior School, it is staff's professional responsibility to read this document.</p> <ul style="list-style-type: none"> If a staff member does not agree with any part of the RA, they are to email the HT with their concerns. These will be discussed with other SLT and an answer given as soon as possible. Staff have been and will continue to be given opportunity to raise any concerns they have around their safety via the HT. All affected staff members have been kept up to date with developments and have spoken to HT. 	
Risk of coronavirus infection spreading to shielded and clinically vulnerable persons via pupil or staff attending school	<p>More evidence has emerged that shows there is a very low risk of children becoming very unwell from coronavirus (COVID-19), even for children with existing health conditions. Most children originally identified as clinically extremely vulnerable no longer need to follow original shielding advice. Parents should be advised to speak to their child's GP or specialist clinician if they have not already done so, to understand whether their child should still be classed as clinically extremely vulnerable.</p> <p>Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend education whilst the national restrictions are in place. Schools will need to make</p>			LOW

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 15 of 39)	DATE OF ASSESSMENT
--	---------------------------

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>appropriate arrangements to enable them to continue their education at home.</p> <p>Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend education.</p> <p>Parents of clinically extremely vulnerable children will be receiving a letter shortly confirming this advice.</p> <p>Pupils who are shielding or self-isolating 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 to shield during the period where rates remain high and therefore they may be temporarily absent (see below). 			

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 16 of 39)				DATE OF ASSESSMENT
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> 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"> 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. Schools should monitor engagement with this activity (as set out in the section below).</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>			

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 17 of 39)				DATE OF ASSESSMENT
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
<p>Risk of coronavirus infection spreading due to large class sizes and reduced space</p>	<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 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>Biddick Hall Junior School Actions:</p> <ul style="list-style-type: none"> • All rooms in use will have posters and health information on display - specifically targeted at pupils. • Actions performed by school to ensure contact between people is kept to a minimum: <p>Detail:</p> <p>1. Reception area / sign in & out area</p> <ul style="list-style-type: none"> • Pens and other equipment must not be shared within reception areas - one member of staff AR/MC will sign in staff and visitors. • All staff must report to reception area on arrival and at the end of their shift to enable reception staff AR/MC to sign them in and out. • Essential visitors - reception staff to sign them in and out on paper record. • Visitors to school are discouraged but it is acknowledged that some visitors are necessary. Visitors are deemed to be any adult who is not on the school payroll (including Governors). • All staff to ensure if they are expecting a visitor - they must inform reception staff to add to the diary. Visitors will not be admitted into building unless they are in the diary. 	LOW

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 18 of 39)	DATE OF ASSESSMENT
--	---------------------------

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> 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>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 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>		<ul style="list-style-type: none"> All staff members and visitors to use hand sanitiser upon leaving the reception area. All visitors arriving in school must wear a face covering unless exempt from doing so. <p>2. Pupil Entrance</p> <ul style="list-style-type: none"> Guidelines state that we should be keeping people in bubbles. Identified classrooms will be class bubbles. Pupils will walk from the main pupil gate entrance and straight to their classroom bubble through corridor entrance. <p>3. Staff breaks</p> <ul style="list-style-type: none"> Not timetabled – staff can have comfort breaks as and when required Hot drinks can be taken to classrooms as long as have a lid on. <p>4. Lunch Procedure:</p> <ul style="list-style-type: none"> Lunch will be staggered and served in the dinner hall in year group or lower school/upper school bubbles. Children will only sit in their class bubble. 	

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 19 of 39)	DATE OF ASSESSMENT
--	---------------------------

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<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 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 Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face 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</p>		<p>5. On arrival at school</p> <ul style="list-style-type: none"> Staggered times for lower and upper school bubbles Pupils will enter at pupil gate entrances and be directed to classroom bubble via pupil entrance. Staff will ensure pupils wash hands on entry to the building. On entry pupils MUST wash their hands. Pupils arriving late - will be taken to their class bubble by member of staff. <p>6. Recording of attendance:</p> <ul style="list-style-type: none"> Normal attendance procedures will resume. All pupils are expected to attend school. <p>7. End of day:</p> <ul style="list-style-type: none"> Pupils will be dismissed by their teacher in their bubbles at designated times. <p>8. Yard & outdoor space</p> <ul style="list-style-type: none"> Breaktimes and lunchtimes have been staggered into lower school and upper school bubbles. Children will stay in their class bubble to play. 	

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.

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>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>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>Measures elsewhere Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group. 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</p>		<p>9. Moving from yard to classroom bubble</p> <ul style="list-style-type: none"> ● Staff member will be with their bubble at all times. <p>10. Classroom bubbles</p> <ul style="list-style-type: none"> ● Children will be seated facing the front of the classroom in rows sitting side by side. ● Sanitiser station located at entry of each classroom - all pupils and staff must use this on their entry and exit to the classroom. ● All classrooms have a sink and soap and children will be required to wash their hands more frequently in accordance with hygiene procedure given to all staff. ● All rooms to be cleared of unnecessary equipment and desks in order to operate as a functioning classroom bubble which adheres H&S requirements. ● Pupils stay in same bubble with minimal contact between staff and peers. Children will be taught by their class teacher but will be taught by specialist for PPA cover. ● Year 6 will continue to set and children may move within year group bubble 	

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.

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>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 Travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting 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. 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>Other considerations 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</p>		<ul style="list-style-type: none"> ● Staggered break, lunch, arrival and departure times. ● Children will be in lower and upper school bubbles for break and lunch times but will play in class bubbles except for Year 6. ● Staff can move between bubbles to teach pupils if necessary. <p>11. Equipment</p> <ul style="list-style-type: none"> ● Pupils will be given a set of equipment in a pencil case to keep in their own tray. ● All classes will be given a box of outdoor and sporting equipment for their use. All equipment and box will be wiped at the end of each day. <p>12. Cleaning</p> <ul style="list-style-type: none"> ● Cleaners will work in school 3.30 – 6.00 around all areas of the school. <p>13. Non classroom staff locations</p> <ul style="list-style-type: none"> ● HT – her office ● DHT - her office/JO classroom bubble ● ICT Technician –only enters school if emergency otherwise work remotely ● Admin staff - to be located in reception area - behind glass screen. 	

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 22 of 39)	DATE OF ASSESSMENT
--	---------------------------

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> 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>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.</p> <p>Schools should consider how to manage other visitors to the site, such as contractors, and 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 style="color: red;">Visitors to the school should be restricted to only absolute necessary visits.</p> <p style="color: red;">In primary schools and education settings teaching year 6 and below, there is no change to the existing position. It is not mandatory for staff and visitors to wear face coverings. In situations where social distancing between adults in settings is not possible (for example when moving around in corridors and communal areas), settings have the discretion to recommend the use of face coverings for adults on site, for both staff and visitors. Primary school children do not need to wear face coverings.</p> <p style="color: red;">School can request parents to wear face covering when entering site during drop off and pick up times, but this is not mandatory.</p> <p style="color: red;">In schools where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and</p>		<ul style="list-style-type: none"> All non-classroom staff members will be expected to clean their areas after use All deliveries to school - items to be taken into reception corridor to distribute asap - boxes/items to be wiped down before distribution. Staff and pupils should not be working away from their designated area unless their specific role allows for this. No assemblies or large gatherings No Wake up, Shake Up running. PE lessons conducted outside with no contact sports being delivered where possible. If PE lessons conducted inside then the hall is to be well ventilated with windows opened. Large outdoor equipment - staff will supervise that children have sanitised hands before and after use LA Road Safety Advisor informed re opening and closing times Face masks are not recommended for staff employed within the school It has been recommended that parents wear a face covering on pick up and drop off when in the school grounds but not mandatory 	

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.

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> 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 style="color: red;">communal areas where social distancing cannot easily be maintained.</p> <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. To help mitigate the spread on wood play equipment pupils must sanitise their hands before and after playing on outdoor equipment.</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 24 of 39)	DATE OF ASSESSMENT
--	---------------------------

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> 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>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 style="color: red;">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.</p> <p style="color: red;">Music, dance and drama can be undertaken in school so long as safety precautions are undertaken.</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 25 of 39)				DATE OF ASSESSMENT
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
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 <u>Coronavirus (COVID-19): safer travel guidance for passengers</u> when planning their travel ensure that transport arrangements cater for any changes to start and finish times communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times) <p>Dedicated school transport, including statutory provision Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport.</p> <p>The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important to consider:</p> <ul style="list-style-type: none"> how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school use of hand sanitiser upon boarding and/or disembarking additional cleaning of vehicles organised queuing and boarding where possible distancing within vehicles wherever possible 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 		<ul style="list-style-type: none"> The bike shed will remain closed as only has one small entrance/exit – children encouraged to walk to school 	LOW

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 26 of 39)				DATE OF ASSESSMENT
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>contact with people outside of their group or who they do not normally meet The government is currently evaluating this position and will set out next steps shortly.</p> <p>Wider public transport STC are currently working with transport providers and schools to plan safe, consistent transport for all staff and pupils.</p> <p>Families using public transport should refer to the safer travel guidance for passengers.</p> <p>During national lockdown journeys should only be made for education or childcare, for work purposes, to exercise outdoors or visit an outdoor public place, for visiting venues that are open, for a medical reason, such as taking someone to hospital</p> <p>It is recommended that any educational visits should not take place during a national lockdown.</p>			
Risk of coronavirus infection spreading to children and staff at schools	<p>To help ensure that the risk of virus spread for both staff and children is as low as possible you should:</p> <ul style="list-style-type: none"> • Ensure no visitors will be allowed entry into the building unless directed by the Head teacher or Senior Leader and agreed appointment. • Tell children, parents, carers or any visitors, such as suppliers, not to visit the education or childcare setting if they are displaying any symptoms of coronavirus (COVID-19) 	<input type="checkbox"/>	<p>Biddick Hall Junior School Actions:</p> <ul style="list-style-type: none"> • Visitors will be discouraged however it is accepted that some meetings are essential. These meetings will be kept to an absolute minimum. • Visitors must sanitise their hands before leaving reception area. • Interactions between staff, pupils, contractors and visitors to be kept to 	LOW

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 27 of 39)				DATE OF ASSESSMENT
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' 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"> consider how children arrive at the education or childcare setting and reduce any unnecessary travel on coaches, buses or public transport stagger lunch times, break times and the movement of pupils around the school to reduce large groups of children gathering discourage parents from gathering at school gates try to follow the social-distancing guidelines <p>Social distancing within education and childcare settings with very young children will be harder to maintain. Staff should implement the above measures as far as they are able, whilst ensuring children are kept safe and well cared for within their settings.</p>		<p>absolute minimum and work completed remotely where possible.</p> <ul style="list-style-type: none"> Signage on the main door to ask anyone with symptoms not to enter the premises. Meetings will be scheduled into school diary. No visitor will be allowed on premises unless they have an appointment in the diary. Parents will not be allowed on school site without an appointment. All necessary meetings will take place via telephone call. Parents dropping off and collecting pupils - to arrive at designated times and to leave premises promptly. Deliveries to be taken directly to reception corridor. 	
Risk of coronavirus infection spreading to children and staff due to lack of PPE	<p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work, 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. 	<input type="checkbox"/>	<p>Biddick Hall Junior School Action:</p> <ul style="list-style-type: none"> PPE available for staff on request if dealing with any first aid incidents, mask, gloves, apron and goggles if needed. 	LOW

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 28 of 39)	DATE OF ASSESSMENT
--	--------------------

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' 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"> 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. 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. 			
Failure to use test and trace leading coronavirus infection spreading to children and staff	<p>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:</p> <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 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</p>			LOW

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 29 of 39)				DATE OF ASSESSMENT
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>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 self-isolate for at least 10 days from the onset of their symptoms or when a test was taken and then return to school only if they do not have symptoms other than cough or loss of sense 			

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 30 of 39)				DATE OF ASSESSMENT
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>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 or when the test was taken. 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.			LOW

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 31 of 39)	DATE OF ASSESSMENT
--	---------------------------

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> 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 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 ask staff to keep definitive records in a way that is overly burdensome.</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 32 of 39)	DATE OF ASSESSMENT
--	---------------------------

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<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’ <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>			

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 33 of 39)				DATE OF ASSESSMENT
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<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 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>			LOW

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 34 of 39)				DATE OF ASSESSMENT
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	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.			
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>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.</p>			LOW

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 35 of 39)				DATE OF ASSESSMENT
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>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>Are there any other foreseeable hazards associated with this activity? YES / NO</p>	<p><u>List any additional control measures</u></p> <p>Staff sickness procedure:</p> <ul style="list-style-type: none"> • If any staff member is feeling unwell - they must inform HT • Staff member must arrange a test and will only be allowed back to work on production of negative result or after 10 days isolation. • If sickness is not Covid related, staff member to stay off work until they are well. • All staff illnesses will be added to sickness log in usual manner. <p>Grounds:</p> <ul style="list-style-type: none"> • SS to ensure grounds are kept in a safe and secure manner. 			LOW
<p>Reference Documents: Further information can be found at:</p> <p>Actions for education & childcare settings to prepare for wider opening from 1 June 2020 e-Bug COVID-19: cleaning of non-healthcare settings guidance symptoms of coronavirus staying at home guidance</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 36 of 39)				DATE OF ASSESSMENT	
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low	
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 Working safely during coronavirus					
ASSESSED BY (Print name) MICHELLE COLLINSON			SIGNED <i>M.Collinson</i>	DATE 16.7.2020	
LINE MANAGER CHAIR OF GOVERNORS AMANDA HAYWARD			SIGNED	DATE 16.7.2020	

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.