



# RISK ASSESSMENT TEMPLATE - CAH (Revision: 2)

<b>ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (REVISION 2) – 19/05/2020 (Page 1 of 44)</b>		<b>DATE OF ASSESSMENT</b> 4 <sup>th</sup> August 2020/updated 1 <sup>st</sup> September 2020 and 20 <sup>th</sup> November, 18 <sup>th</sup> December, January 6 <sup>th</sup> 2021, January 11 <sup>th</sup> 2021, March 5 <sup>TH</sup> 2021	
<b>ESTABLISHMENT/SCHOOL</b> Biddick Hall Infant and Nursery School		<b>SECTION/TEAM</b> ALL	
<b>WHO MIGHT BE HARMED?</b> Employees, pupils, and essential visitors		<b>HOW MANY ARE AFFECTED?</b> 200+	
<p><b>The current position is school has been open to those in identified groups with very low numbers in attendance between 2 and 5 pupils. This is slowly increasing and recently 8 have been in attendance including some children of staff members.</b></p> <p><b>This document has been produced in conjunction with all Government guidance</b></p> <p><b>All risk has been assessed to minimise risk as much as possible and make our school as infection free as it can be.</b></p> <p><b>The risk assessment cannot guarantee safety of pupils and staff but if followed will mitigate risk as far as possible</b></p> <p><b>It is staff members' responsibility read and understand this document and implement the measures described</b></p> <p><b>It is staff member's responsibility to ensure that pupils adhere to all social distancing (SD) measures and procedures to protect themselves.</b></p> <p>"This document has been produced in conjunction with Government, Public Health England and Department for Education guidance. All known hazards have been identified, the risks evaluated and control measures put in place to minimise the spread of the virus, as far as reasonably practicable. We cannot eliminate all risk, but if this risk assessment is followed it will mitigate risk as far as reasonably practicable. It is the staff's responsibility to read and understand this document and implement the control measures described to ensure, where reasonably practicable, that pupils adhere to all social distancing, infection control measures and follow school specific requirements."</p>			
<b>Steps of reopening</b>			
Determine staff availability to work on site	⇒ Plan asymptomatic testing approach for all staff.	⇒ Undertake Risk Assessment and Action Plan	⇒ Engage Governing Body, Staff and Union Reps in the Plans for Full Opening
			⇒ Make Necessary Small Adaptions to Site
			⇒ Complete Identified Actions
			⇒ Determine Remote Learning Offer/ Contingency Plans
			⇒ Inform Parents of Re-opening Plans and Expectations and publish Risk Assessment

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.

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<b>HAZARDS</b> (including inadequate / lack of arrangements)	<b>EXISTING CONTROL MEASURES IN PLACE AT BIDDICK HALL INFANT AND NURSERY SCHOOL</b>	✓ if in place ✗ if not	<b>IF '✗' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES</b>	<b>RESIDUAL RISK RATING</b> High, Medium, Low	

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:

- 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'

Premises and equipment, water, etc. not maintained to statutory requirements:	Premises and utilities have been health and safety checked and building is compliant	✓	<b>Action at Biddick Hall Infant and Nursery school:</b>  The fire alarm takes place weekly by the caretaker of the children's Centre. Weekly checks logged in the fire safety file.  Caretaker carries out weekly padlock checks to ensure swift opening of locked gates to facilitate swift and safe exit from the building  Children's centre to give a set of keys to the school admin team in the event of a children's centre closure.	Low
	<ul style="list-style-type: none"> <li>• Water treatments <i>Caretaker carries out weekly flushing and checking of water outlets. External company carries out fortnightly water checks. Completion logs checked weekly by a member of SLT</i></li> </ul>	✓		Low
	<ul style="list-style-type: none"> <li>• Fire alarm testing</li> <li>• Fire evacuation procedures in the event that the childrens centre is closed and fire wardens have no access to the fire panel</li> </ul>	✓		

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	<ul style="list-style-type: none"> <li>• Repairs <i>All repairs will be undertaken via STC Asset Management Dept. Gold level SLA.</i></li> <li>• PAT testing <i>All PAT Testing conducted January 2021. Annual renewal</i></li> <li>• Fridges and freezers <i>Fridges and microwave ovens currently available to staff to be thoroughly cleaned at the end of each day by caretaker or cleaners.</i></li> <li>• Boiler/ heating servicing</li> <li>• Internet services</li> </ul> <p><i>Internet and computing facilities remain the responsibility of current provider - ICT in Schools.</i></p> <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 <a href="#">Legionella risks during the coronavirus outbreak</a>.</p> <p>Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on <a href="#">emerging from lockdown</a>.</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 <a href="#">air conditioning and ventilation during the coronavirus outbreak</a>.</p> <p>In classrooms, it will be important that schools improve ventilation (for example, by opening windows).</p> <p>Science and chemical stores Check the chemical store: There may have been a spill or leak so keep safe by reading GL246 before going in, and check GL247 and GL252 for further details and advice on</p>	<p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p>	<p>Any IT support will either be managed remotely or the technician will visit on allocated days as agreed with the Head teacher.</p>	<p style="text-align: center;">Low</p> <p style="text-align: center;">Low</p> <p style="text-align: center;">Low</p>

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	<p>what to look for.</p> <p>Be particularly careful if the weather has been hot or you are unsure that the store is ventilated well.</p> <p>If you need any help or advice contact the CLEAPSS Helpline <a href="https://science.cleapss.org.uk/helpline/">https://science.cleapss.org.uk/helpline/</a></p> <p>Large quantities of high-alcohol-content hand sanitiser should be stored in a locked storage cupboard or metal cabinet and controlled like other combustibles.</p>			
	<ul style="list-style-type: none"> <li>Insurance covers reopening arrangements <b>Insurance arranged through South Tyneside Council</b></li> <li>Any other statutory inspections</li> </ul> <p>Fire Risk Assessment and evacuation procedures reviewed and disseminated to all staff.</p> <p>A BUILDING RA COVID assessment has been completed for the general running of the building.</p> <p><b>NB:</b> 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</p>	<p>√</p> <p>X</p> <p>√</p>	<p><b>Current risk assessments to be reviewed and amended to reflect COVID 19 and disseminated to all staff</b></p> <p><b>Fire procedure:</b></p> <p>During this period it cannot be guaranteed that fire wardens will be available. The teacher in each classroom bubble is therefore to take charge of pupils and staff in their bubble and ensure everyone leaves the building via their fire exit classroom door and assemble in the main yard standing in class lines 2 metres apart. The HT check the toilets in KS1. SLT will delegate this responsibility in the EYFS and/or in HT absence</p> <p>Office staff and the HT exit via main reception. Paper registers completed by office staff and the signing in book to be taken to assembly point by the administrative staff. Administration team call 999 emergency</p>	<p>Low</p> <p>Low</p>

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<p>Risk of coronavirus infection spreading due to use of transport</p>	<p>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.</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>Educational Visits - "If you live in a Tier 4 area, you must not leave your home unless you have a reasonable excuse (for example, for work or education purposes). If you need to travel you should stay local – meaning avoiding travelling outside of your village, town or the part of a city where you live – and look to reduce the number of journeys you make overall." <a href="https://www.gov.uk/guidance/tier-4-stay-at-home#travel">https://www.gov.uk/guidance/tier-4-stay-at-home#travel</a> . There has been no specific guidance regarding Educational Visits, but interpreting the regulations and guidance it is evident that we can travel <b>to</b> education and should look to <b>reduce the numbers of journeys we make</b>. Therefore, from Monday 4<sup>th</sup> January 2021, I would advise that Educational Visits do not go ahead as these are not categorised as 'essential travel'.</p>		<p>services.</p> <p>All staff must sign in and out of the building in order to be able to keep accurate records of who is on site.</p> <p>Fire evacuation practices to take place to ensure systems are effective. Fire logs completed.</p> <p>Ensure all staff are aware of new procedures around wedging open fire doors from TWFRS and adhere to this instruction at all times.</p>	

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	<p>Adjust transport arrangements where necessary including: <input type="checkbox"/> encourage parents and children and young people to walk or cycle to their education setting where possible <input type="checkbox"/> make sure schools, parents and young people follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel <input type="checkbox"/> ensure that transport arrangements cater for any changes to start and finish times <input type="checkbox"/> communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times) Social distancing has significantly reduced available transport capacity. This guidance sets out a new framework for supporting transport to and from schools from the autumn term. We are making a distinction between dedicated school transport and wider public transport: <input type="checkbox"/> by dedicated school transport, we mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only <input type="checkbox"/> by public transport services, we mean routes which are also used by the general public 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. 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: <input type="checkbox"/> how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school <input type="checkbox"/> use of hand sanitiser upon boarding and/or disembarking <input type="checkbox"/> additional cleaning of vehicles <input type="checkbox"/> organised queuing and boarding where possible <input type="checkbox"/> distancing within vehicles wherever possible <input type="checkbox"/> the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet Dedicated school services can take different forms. Some journeys</p>			

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	<p>involve coaches regularly picking up the same pupils each day, others involve use of a minibus whilst other services are used by different pupils on different days, or by pupils with SEND. The precise approach taken will need to reflect the range of measures that are reasonable in the different circumstances. It will also require a partnership approach between local authorities, schools, trusts, dioceses and others. In particular, it is imperative that schools work closely with local authorities that have statutory responsibility for 'home to school transport' for many children, as well as a vital role in working with local transport providers to ensure sufficient bus service provision. Given the pressures on public transport services it may also be necessary to work with local authorities so that they can identify where it might be necessary to provide additional dedicated school transport services, including in places where these services do not currently operate. See DfE guidance <a href="#">Transport-to-school-and-otherplaces-of-education-autumn-term-2020</a></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 and <a href="#">Transport-to-school-and-other-placesof-education-autumn-term-2020</a> AWAITING LOCAL INFORMATION REGARDING TRANSPORT PLAN</p> <p>Families using public transport should refer to the <a href="#">safer travel guidance for passengers</a>.</p>			



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<p>Risk of coronavirus infection spreading to children and staff due to inadequate infection control procedure</p> <p>Risk of</p>	<p>Head teacher/Assistant head teachers to regularly check the latest government advice for schools and to ensure the advice is shared and followed.</p> <p><b>Daily updates from DFE e mailed to HT. All members of SLT keep up to date with recent guidance and discuss at weekly SLT meetings. Actions agreed and disseminated as appropriate. All government guidelines have been taken into account when assessing the school for risk and for agreeing new classroom organisation.</b></p> <p>Teachers share key information about hygiene daily. Teachers to remind children at the start of the day. Resources are 'Catch it, Bin it, Kill it' poster and handwashing video and <a href="#">e-Bug</a> resources to teach pupils about hygiene – information posters are displayed around the school and every classroom.</p> <p>The school will ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <p>Has the school enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly? ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser/mobile sink units in classrooms and other learning environments</p> <p>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</p> <p>The school will build these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</p>	<p>✓</p> <p>✓</p>	<p>No visitors to be allowed in school. Policy updated to reflect this.</p> <p>Key hygiene information located around school. Age appropriate media, videos, posters, signage around school and in all bathroom areas to ensure pupils can follow the steps of good handwashing routines.</p> <p>Age appropriate daily information about respiratory hygiene and crook of arm and the appropriate use of tissues is shared at the beginning of each day</p> <p>Info shared on school website so all school population is aware of measures taken.</p> <p>Handwashing song on school website to ensure children follow the same routines at home and school.</p> <p>Revised home /school agreement to outline roles and responsibilities of all stakeholders during the pandemic including the importance of human disclosure should someone in the household be displaying symptoms.</p> <p>A letter sent out to parents outlining the measures we have taken to allow more pupils to attend school. This will also be used by parents to prepare pupils for the changes they will see when attending.</p> <p>A letter to parents - asking them to share good practice with pupils at home and to encourage the continuation of this behaviour at school.</p> <p><b>Cleaning Information:</b></p> <p>Additional cleaning of toilets and routinely touched surfaces by staff in bubbles as well as the cleaning team at identified timers of the day. <b>Staff risk assessed to return to work will</b></p>	<p>Reduced to low by purchase of signage and information posters.</p> <p>Reduced to low by the sourcing of additional cleaning hours</p>



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<p>coronavirus infection spreading to children and staff due to inadequate infection control procedure</p> <p>Risk of coronavirus</p>	<ul style="list-style-type: none"> <li><b>Soap and water is more effective than using sanitisers</b></li> </ul> <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> <ul style="list-style-type: none"> <li>In primary schools, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas).</li> </ul> <p><b>Exemptions</b> Some individuals are exempt from wearing face coverings. This applies to those who: cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate The same exemptions will apply in education and childcare settings and you should be sensitive to those needs, noting that some people are less able to wear face coverings and that the reasons for this may not be visible to others.</p> <p>Children in primary school do not need to wear a face covering. We are taking this additional precautionary measure for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until Easter.</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> <li>putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</li> </ul>		<p><b>not be on a rota to wipe over the bathroom areas</b> This will involve cleaning all tables and chairs and paying close attention to regularly touched areas especially telephones, copier machines, door handles and doors and keyboards.</p> <p>After each use of school equipment, staff members are expected to wipe the item clean (e.g. photocopier, keyboard, telephone, etc.).</p> <p>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.</p> <p>Cleaners to wear LA provided uniforms on site and may change into and out of uniforms in the workplace.</p> <p>Senior administrative officer will be supervising all cleaning in the school.</p> <p>Senior administrative officer and Caretaker will liaise with the LA cleaning supervisor to ensure that all cleaning in school will be at the highest level.</p> <p>All classroom bubbles will have a hand sanitiser station and access to a mobile sink which is thoroughly cleaned after use</p> <p>All pupils and staff members have access to soap and water - either in classroom bubble or in the toilet areas.</p> <p>All classes to be issued with a number of key resources both indoors and outdoors which are</p>	<p>through the SLA</p>

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<p>infection spreading to children and staff due to inadequate infection control procedure</p> <p>Risk of coronavirus</p>	<ul style="list-style-type: none"> <li>more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>frequently touched surfaces being cleaned more often than normal</li> <li>toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it</li> <li>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</li> </ul> <p>Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p>		<p>for sole use of individual bubble groups. All resources to be cleaned regularly throughout the day and at the end of each session.</p> <p>Children will work in their exercise books but they must be quarantined for 24 hours before and after marking. Marking policy and marking at the point of teaching to be reviewed in September. Reading books will be quarantined for 72 hours each Friday. Water play is not advised due to risk of transmission. Wet hands can spread the virus which is why people are advised to thoroughly dry their hands after washing.</p> <p>Teacher to reinforce cleaning and hygiene messages during the day. Teachers to supervisor hand washing and hand sanitising. All classroom bubbles and work areas windows to be open during room use. use of toilets - pupils will be supervised by classroom staff. Classroom staff to ensure no crowding of toilet areas and SD measures are maintained at all times. All staff may change into and out of work clothes on the premises.</p> <p>All rooms to ensure windows and doors are open regularly to allow fresh air to circulate. All staff aware of safety regulations of opening fire exits and fire doors</p> <p>Paper towels to be provided as an alternative to hand dryers which have been isolated and</p>	<p>Low</p> <p>Low</p>

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infection spreading to children and staff due to inadequate infection control procedure			<p>are out of use Waste bins in each room and frequently emptied. All waste removed at end of each session Ventilation and air conditioning units have been checked and maintained. Where a known or suspected Covid 19 case has been reported, a full clean will be completed as per the specific guidelines given by the government.</p> <p>Goods entering the site will be cleaned and stored before distribution for 72 hours if plastic and 24 hours if card or paper.</p> <p><b>Cleaning of toilets after use:</b> Following use of pupils' toilet in the school buildings a rota of timed cleaning will be carried out with wipes and sprays. Staff carrying out this task must wear gloves.</p> <p>After adult use staff are asked to use cleaning materials to leave toilet clean after use. This is an initial measure and will be followed by an additional clean from the cleaner.</p> <p>Sick bay / Gents toilet (Admin corridor) will be available for a pupil whilst in the sick bay. <b>ONCE USED IT MAY NOT BE USED AGAIN UNTIL CLEANED</b></p>	
Risk of	Ensure that all adults and children:	√		Low

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4<sup>th</sup> August 2020 reviewed and updated 1<sup>st</sup> September 2020

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<p>coronavirus infection spreading to children and staff due to inadequate infection control procedure</p> <p>Risk of</p>	<ul style="list-style-type: none"> <li>○ frequently wash their hands with soap and water for 20 seconds and dry thoroughly.</li> <li>○ clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing</li> <li>○ are encouraged not to touch their mouth, eyes and nose</li> <li>○ use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</li> </ul> <ul style="list-style-type: none"> <li>• ensure that help is available for children and young people who have trouble cleaning their hands independently</li> <li>• consider how to encourage young children to learn and practise these habits through games, songs and repetition</li> <li>• ensure that bins for tissues are emptied throughout the day</li> <li>• where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units</li> <li>• prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation</li> <li>• there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting.</li> </ul> <ul style="list-style-type: none"> <li>• Adequate cleaning supplies and facilities around the school are in place.</li> <li>• Arrangements for longer-term continual supplies are in place.</li> <li>• Sufficient time is available for the enhanced cleaning regime to take place.</li> </ul> <p>There is a dedicated helpline number for education and children's Social care related to queries for anyone working in early years through to universities, plus parents- 08000468687-8am -6pm (Monday to Friday) or 10am -4pm Saturday and Sunday</p>		<p>Signage, age appropriate posters and other media sources. Specific hygiene procedures planned into the daily curriculum.</p> <p>Additional lidded waste bins for used tissues in each classroom to be double bagged and removed after each session.</p> <p>If a child requires specific help with handwashing, staff must stand to the side of the pupil avoiding any face to face contact and ensure extra handwashing after any support is given. <b>(Staff risk assessed in the clinically vulnerable group to return to work must NOT give this level of support, this to be delegated to their teaching partner from their bubble)</b></p> <p>All pupils to ensure they wear clean recently washed clothes each day. Pupils are expected to wear school uniform along with Velcro fastening shoes.</p> <p>Senior administrative officer liaises with caretaker daily to audit supplies of cleaning equipment - stock take conducted on a daily basis to ensure good stocks of everything needed in school to ensure good hygiene measures.</p> <p><b>Normal first aid:</b> Normal first aid to be only carried out at the area of incident.</p> <p>Staff administering routine first aid must wear at least gloves and make every effort to</p>	<p>Reduced to low due to staffing partnership pairings</p> <p>Reduced to</p>

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HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES IN PLACE AT BIDDICK HALL INFANT AND NURSERY SCHOOL	✓ if in place ✗ if not	IF '✗' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
<p>coronavirus infection spreading to children and staff due to inadequate infection control procedure</p> <p>Risk of coronavirus infection spreading to</p>			<p>minimise sustained contact with the injured person and whenever possible stand to the side rather than in front of the injured person.</p> <p>Stocks are kept in each classroom with additional supplies in the first aid cupboard A mask, gloves, apron and face shield should be part of each first aid kit.</p> <p>A major first aid incident will necessitate that a face mask, gloves, shield and apron are worn and these should be put on prior to giving support to the injured person. Any staff member who is clinically vulnerable and has been risk assessed to be in work MUST NOT administer any kind of first aid, their teaching colleague from their bubble will undertake this task. In a major incident please call for a member of SLT and paediatric first aider if available. Senior admin officer 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 aider to ensure all protocols are followed (paperwork, informing parents, etc.) before the end of the session. First aiders must assess the injured party from A safe distance initially if this is possible. 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.</p> <p><b>Paediatric advice</b> Paediatric cardiac arrest is unlikely to be</p>	<p>low due to the purchase of additional PPE</p>

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HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES IN PLACE AT BIDDICK HALL INFANT AND NURSERY SCHOOL	✓ if in place ✗ if not	IF '✗' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
children and staff due to inadequate infection control procedure			<p>caused by a cardiac problem and is more likely to be a respiratory one, making ventilations crucial to the child's chances of survival. The most important thing is to act quickly to ensure the child gets the treatment they need in the critical situation.</p> <p>The importance of calling an ambulance and taking immediate action cannot be stressed highly enough. If a child is not breathing normally and no actions are taken, their heart will stop and full cardiac arrest will occur. Therefore, if there is any doubt about what to do, you need to follow the statement below: It is likely that the child/infant having a cardiac arrest will be known to you. We accept that doing rescue breaths will increase the risk of transmitting the COVID-19 virus, either to the rescuer or the child/infant. However, this risk is small compared to the risk of taking no action as this will result in certain cardiac arrest and the death of the child.</p> <p>First aider/cleaner to clean areas after administering first aid before returning to classroom bubble.</p> <p><b>Administration of medication:</b> Administration of medication will be performed by any qualified first aider <b>Policy Amendment May</b>. Pupils with Asthma can return to school in line with DFE guidance Areas used or touched during first aid will be cleaned by first aider/cleaner before returning pupil to classroom.</p>	

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			<p>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.</p> <p>Named Paediatric first aider on site at all times when pupils are present. If the named first aider is off due to sickness, SLT will allocate staffing to cover this. To ensure that there will always be a first aider on site all staff will update first aid training online if it is due to expire.</p> <p>Staff to inform SLT of the incident of any major incident, SLT is aware to call emergency services if required.</p> <p>No first aid to be administered unless this is by a trained first aider. Amendment to first aid policy that any member of staff with a first aid certificate can administer medication.</p> <p>PPE available for use by all staff and pupils. Video shared to staff about how to use the equipment safely.</p> <p>Staff can wear face coverings if they feel this is necessary when administering first aid but is only compulsory for staff giving first aid for major incidents.</p> <p>Staff wearing face covering/shield are advised to:</p> <p>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/shield as you could contaminate them with germs from hands.</p> <p>Continue to wash hands regularly.</p> <p>Ensure face shields are cleaned with anti-</p>	



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<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 <a href="#">coronavirus (COVID-19) symptoms</a>, 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 '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>', which sets out that they must self-isolate for at least 10 days and should <a href="#">arrange to have a test</a> to see if they have coronavirus (COVID-19). If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10 day isolation period from the day they develop symptoms. Other members of their household (including any siblings) should self-isolate for 10 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</p>		<p><b>bacterial wipe/spray after each use.</b> Practise SD whenever possible.</p> <p><b>It is essential that those who have been risk assessed for a return to work DO NOT support pupils or colleagues who display symptoms</b> Symptom advice shared on website and MYSCHOOLAPP</p> <p>Sick bay established in the meeting room at the front of the building. The room is to be used for this purpose ONLY. Signage to inform staff of the necessary use of PPE when entering this room. Gents toilet in Admin corridor is the designated toilet for those with symptoms. This toilet is not to be used by any other members of staff.</p> <p>Any child showing any symptoms will be taken to the front office to await collection.</p> <p><b>Procedure for pupils with symptoms</b> Classroom staff (not those clinically vulnerable who have been risk assessed) ensure they are wearing full PPE and take child to the sick bay room. Maintain stringent 2 metre distance and wear mask, shield and gloves to walk child to sick bay. Instruct child to go and sit on the plastic chair near the window (room is set up each morning to be ready in the event of symptomatic adult/child) child near window and open window. Observe child through the viewing glass and</p>	

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<p>Child/Adult is unwell and it is believed that they have been exposed to COVID-19.</p>	<p>collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the <a href="#">safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)</a> guidance.</p> <p>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 <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</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 (COVID19)</p>		<p>enter if the child is distressed or requires assistance. Reassure and tell them you are here to help whilst we wait for parent /carer Staff member in full PPE to stay with child until collected.</p> <p>Admin staff 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, Admin staff will inform member of SLT immediately and this will be dealt with as a safeguarding issue.</p> <p>Any tissues/sick bowl that has been used by an ill pupil/staff member must be double bagged and stored for 72 hours prior to disposal. Any waste that could be COVID 19 contaminated must be stored in the meter cupboard with clear signage whilst awaiting clearance for disposal Once area has been used IT MUST NOT BE USED AS A SICK BAY FOR ANOTHER PERSON UNTIL IT HAS BEEN THOROUGHLY CLEANED When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 10 days and book a test. Their fellow household members should self-isolate for 10days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this scenario. If a parent</p>	

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			<p>refuses to access a test, then they must keep their child at home for 10 days the school must be extra vigilant for symptomatic children/staff in that group</p> <p>Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.</p> <p>Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 10days.</p> <p>The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.</p> <p>As part of the national <b>test and trace programme</b>, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases, a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.”</p> <p><b>Person with symptoms -</b></p> <ul style="list-style-type: none"> <li>• Parent MUST BE ADVISED to organise a</li> </ul>	



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	<p>increased comparative risk from coronavirus, we recommend school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place</p> <p>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>		<p>All staff to be consulted about changes made to the document at each risk assessment review.</p> <p>Those staff who are clinically moderately vulnerable or extremely clinically vulnerable have either a personal risk assessment completed and/or referred to occupational health.</p> <p>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</p>	

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<b>HAZARDS (including inadequate / lack of arrangements)</b>	<b>EXISTING CONTROL MEASURES IN PLACE AT BIDDICK HALL INFANT AND NURSERY SCHOOL</b>	<b>✓ if in place ✗ if not</b>	<b>IF '✗' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES</b>	<b>RESIDUAL RISK RATING</b> High, Medium, Low
Risk of coronavirus infection spreading to shielded and clinically vulnerable persons via pupil or staff attending school	<p>The clinically vulnerable population working in school during national lockdown must take particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home and/or workspace.</p> <p>. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 5 of the 'Prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and attempt to avoid/ minimise time spent within 1 metre of others.</p>			

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	<p>While the risk of transmission between young children and adults is unknown especially in relation to this new variant adults should continue to take care to socially distance from other adults including older children/adolescents. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. 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>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 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>It is felt that as part of the staff team of Biddick Hall Infant and Nursery School School, it is staff's professional responsibility to read and follow the content outlined in this document. If a staff member does not agree with any part of the RA, they are to email/telephone the Head with their concerns. These will be discussed with SLT and answer given as soon as possible.</p> <p>Staff have been and will continue to be advised to share all union advice around their concerns to ensure the HT is in tune with the current staff view. All affected staff members have been kept up to date with developments and the HT gives bi weekly updates via e mail. All documentation to support staff wellbeing is forwarded to all staff upon receipt into school and staff are encouraged to take note of the contents.</p> <p><b>Remote learning action plan in place and operational.</b></p> <p>All pupils now registered to access google classroom. All staff have received google classroom training in order to support remote learning.</p>	



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<p>Risk of coronavirus infection spreading due to large class sizes and reduced space</p>	<p>Early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. Schools should therefore work through the hierarchy of measures:</p> <ul style="list-style-type: none"> <li>• avoiding contact with anyone with symptoms</li> <li>• frequent hand cleaning and good respiratory hygiene practices</li> <li>• regular cleaning of settings</li> <li>• minimising contact and mixing</li> <li>• During tier 5 lockdown school is closed to all pupils except children of critical workers and those classed as vulnerable. Pupils are taught in class bubbles of smaller numbers to ensure pupils and staff can maintain at least a 1 metre distance from each other whenever possible. Nursery is fully open to all pupils. PHE is clear that if early years' settings, schools and colleges do this, and crucially if they are also applying regular hand cleaning, hygiene and cleaning measures and handling potential cases of the virus as per the advice, then the risk of transmission will be lowered.</li> </ul> <p>Where settings can keep children and young people in those small groups ideally 2 metres away from each other, they should do so. While in general groups should be kept apart, brief, transitory contact, such as passing in a corridor, is low risk.</p> <p>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"> <li>• children's ability to distance</li> <li>• the lay out of the school</li> <li>• the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)</li> </ul> <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: <b><i>In this guidance f the autumn term, maintaining consistent</i></b></p>	<p>✓</p>	<p>All classrooms will have handwashing posters on display to support daily teaching. Posters and health information and social distancing markers specifically targeted at pupils. Each day will start with teacher asking –about children's health. Children to be aware of symptoms in an age appropriate way.</p> <p>Procedures in school to ensure contact between people is kept to a minimum:</p> <p>Staff entrance –Main reception no more than half an hour before your bubble arrives. Staff leave as soon as their bubble leave. Pupil entrance and exit – main yard and reception class side gate.</p> <p><b>Detail:</b> <b>Reception area / sign in &amp; out in Staff and Governors book. Admin staff will sign you in and out, please ensure you make very clear to them you have entered and left the building.</b></p> <p>Essential visitors - reception staff to sign them in and out in visitor's book</p> <p>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).</p>	

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<p>Risk of coronavirus infection spreading due to large class sizes and reduced space</p>	<p><b><i>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</i></b> <b><i>How to group children</i></b></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 previous terms in recognition that children, and especially the youngest children, cannot socially distance from staff or each other and this provides an additional protective measure. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.</p> <p>However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, boarding houses, dining halls, and toilets, and the provision of specialist teaching. This is the case in both primary and secondary schools, but is particularly difficult in secondary schools. In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of 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. 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). 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.</p>	<p>✓</p>	<p>All staff members and visitors to use hand sanitiser upon entering and leaving the reception area.</p> <p><b>Identified classrooms will be class bubbles. 6x classrooms and 2x nursery area spaces.</b></p> <p><b>Each classroom bubble will have a consistent Teacher and 2x TA/HLTA delivering in class and remote learning. All nursery staff will work with pupils in each nursery bubble.</b></p> <p>Sanitiser station located at entry of each classroom - all pupils and staff must use this (with consent) on entry to classroom</p>	

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HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES IN PLACE AT BIDDICK HALL INFANT AND NURSERY SCHOOL	✓ if in place ✗ 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>Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups, the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</p> <p>Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission. All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff 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><b>Measures within the classroom</b></p> <p>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care.</p>	<p>✓</p>	<p>Those staff returning with a risk assessment as clinically vulnerable will always work with a colleague NOT in this identified category.</p> <p><b>Staff breaks</b></p> <p>Lunch breaks for staff are strictly timetabled with no more than 9 staff in the staff room at any one time. Seating arrangements ensure that those staff on a break are able to maintain social distancing. Staff are asked to ensure all crockery and utensils are tidied away and their dining space are wiped down after use.</p> <p><b>Lunch</b></p> <p>Pupils will be on a rota system to receive lunch. They will alternate weekly between a hot meal in the dining hall or a packed lunch in their class. There will be no more than 10 dining tables in the dinner hall at any one time. Nursery pupils will eat their lunch in smarties. Staff providing lunchtime supervision must ensure that table and chairs are thoroughly cleaned between sittings.</p>	

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<p>Risk of coronavirus infection spreading due to large class sizes and reduced space</p>	<p>These pupils' educational and care support should be provided as normal. 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><b>Measures elsewhere</b> 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 should be minimised to ideally only one staff member working in this space at a time. Staff must still have a break of a reasonable length during the day taking their lunch in their bubble when not on duty with the children.</p>	<p>✓</p>	<p><b>Recording of attendance:</b> TA's to call Reception with numbers in attendance. Ensure the telephone is wiped after use.</p> <p><b>Yard &amp; outdoor space</b> There will be no cross over of resources to support outdoor play. Staff will be assigned specific resources to support outdoor play with their bubble class. There will be staggered times for outdoor play and designated spaces.</p> <p>YR outdoor space and under cover area used by separate bubble groups. Nursery outdoor space used by the bubbles working in the nursery environment on a rota basis.</p> <p><b>PE sessions to be carried out in class bubble groups for a 45-minute session. Strict cleaning of resources must take place after each class has completed their session.</b></p>	

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<p>Risk of coronavirus infection spreading due to large class sizes and reduced space</p>	<p><b>Measures for arriving at and leaving school</b> 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. Please ensure that you contact your Road Safety Advisor regarding any changes to start and finishing times to ensure that appropriate safety measures are updated, e.g. School Crossing Patrols, safer parking, etc.</p> <p>They must wash their hands immediately on arrival (as is the case for all pupils), staff must dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on <a href="#">safe working in education, childcare and children's social care</a> provides more advice.</p>		<p><b>Gate into main yard</b> This is the pupil entrance and exit for those bubbles in our y1/y2 classes. Year 1 pupils will enter their classrooms via the classroom fire exit doors and y2 pupils will enter the classroom via the cloakroom. Entry will be staggered and markings on the yard and signage will support parents in maintaining a 2 metre distance on entry and exit. Parents will not cross the identified line and will drop children at the walking zone. Parents will exit via the side gate into the carpark. Staff will direct from a safe distance. Signage and support from staff will ensure parents are aware they are exiting via a functional carpark and to take extra care and follow the signage.</p> <p><b>Side Gate reception class</b> <b>Entry and exit will be on a one in one out basis with parents remaining beyond the perimeter fence until it is safe to enter with their child. They will be asked to leave their child at the end of the path, markings will indicate. Children will see their teacher and walk into the building</b></p>	



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<p>Risk of coronavirus infection spreading due to large class sizes and reduced space</p>	<p><b>Other considerations</b> Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.</p> <p>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, and ensure 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>. Visitors to the school should be restricted to only absolute necessary visits.</p> <p>In primary schools and education settings teaching year 6 and below, there is no change to the existing position.</p> <p>School requests parents to wear face covering when entering site during drop off and pick up times.</p> <p>Breakfast and after school provision for pupils on roll at our school is fully operational. As we are operating in bubble groups after school club as part of pupil's wider education are not yet operational.</p>		<p>All rooms to be cleared of unnecessary equipment and desks in order to operate as a functioning classroom bubble which adheres to SD and other H&amp;S requirements.</p> <p><b>Equipment</b> Pupils in YR and ks1 will be given their own smart sack containing all key resources. . All items to be cleaned at end of each day. All classes will be given a box of outdoor and sporting equipment for their use. All equipment and box will be cleaned at the end of each day. Each bubble will be given their own set of additional resources. Children will be directed to the resources which they can use and these resources need to be cleaned several times during the day. Pupils bring their filled water bottle from home and it remains on their desk.</p>	

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	<p>. This will require close cooperation between both schools and the other relevant employers. Schools should have discussions with key contractors about the school's control measures and ways of working as part of ongoing planning. Schools should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Schools should consider how to manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed.</p> <p>Where visits can happen outside of school hours, they should. A record should be kept of all visitors. As normal, schools should engage with their local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. These programmes are essential for children's health and wellbeing and can also provide benefits for staff.</p> <p>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</p> <p>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.</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>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>	✓		



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<p>Poor Psychological / Staff / Pupil Wellbeing – due to personal, workload, returning to school issues, etc</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. 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"> <li><input type="checkbox"/> Read and follow the instructions</li> <li><input type="checkbox"/> Use the recommended amount of product</li> <li><input type="checkbox"/> Keep out of the reach of children</li> <li><input type="checkbox"/> Use only on appropriate surfaces</li> <li><input type="checkbox"/> Never mix hypochlorite bleach with other cleaning products</li> </ul> <p>Resources</p> <p>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. 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</p> <p>Approach to support wellbeing, mental health and resilience in place, including bereavement support</p> <p>How staff are supported to follow this within their own situations and that of pupils and colleagues is clear.</p> <p>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>Music, dance and drama can be undertaken in school so long as safety precautions are undertaken.</p> <p><a href="https://www.gov.uk/guidance/covid-19-guidance-for-the-public-on-mental-health-and-wellbeing">covid-19-guidance-for-the-public-on-mental-health-and-wellbeing</a></p>	<p>✓</p>	<p>Mental Health Champions appointed before Covid 19. All staff aware of MHC. Staff receive regular updates and emails sent by HT stating she is always available to speak to. Documentation to support emotional wellbeing is emailed to staff and raised in regular HT e mails. All parents informed of requirements within school and informed if their child cannot or will not follow procedures put in place, we will discuss this with parents and actions taken. Appendix to school’s behaviour policy added</p>	

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<p>Risk of coronavirus infection spreading to children and staff at schools</p>	<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"> <li>• Ensure no visitors will be allowed entry into the building unless directed by the Head teacher or Senior Leader and agreed appointment.</li> <li>• 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)</li> <li>• consider how children arrive at the education or childcare setting and reduce any unnecessary travel on coaches, buses or public transport</li> <li>• ensure class sizes reflect the numbers of teaching staff available and are kept as small as possible Maintaining at least a 1 metre distance, ideally 2 metres whenever possible across key stage 1</li> <li>• In YR where social distancing cannot be maintained bubbles are organised in small groups.</li> <li>• stagger lunch times, break times and the movement of pupils around the school to reduce large groups of children gathering</li> <li>• discourage parents from gathering at school gates</li> <li>• try to follow the <a href="#">social-distancing guidelines</a></li> <li>• Primary schools Staff in primary schools will continue to be offered the opportunity to test with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries.</li> </ul> <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>✓</p>	<p><b>Cleaning non classroom areas</b> HT - her office, Admin office, Relationships Manager-office, AHT Nursery office. Administrative team work in the office. The numbers of additional staff entering the office must be negligible. Whenever possible please interact with office staff via e mail or phone. All non-classroom staff members will be expected to clean their areas after use - including telephone, keyboard and chair. These areas will be cleaned by the cleaner but this is an additional cleaning action. All deliveries to school to be left in reception area. Caretaker to wipe down and Administration team to distribute 72 hours after cleaning. Visitors will be discouraged but it is accepted that there may be an occasion when this is 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 absolute minimum and work completed remotely where possible. Signage on the gate to ask anyone with symptoms not to enter the premises. Meetings will be scheduled into school calendar and appointments added to sign in system by reception staff. No visitor will be allowed on premises unless they have an appointment in the calendar. All staff to ensure they add any appointments into school calendar. Parents will not be allowed on school site. All necessary meetings will take place via a telephone conversation. Staff where visors on the yard when interacting with parents. Masks</p>	

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<p>Risk of coronavirus infection spreading to children and staff due to lack of PPE</p>	<p>Read the guidance on <a href="#">safe working in education, childcare and children's social care</a> for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.</p> <p>The majority of staff in education settings <b>will not require PPE beyond what they would normally need for their work</b>, 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"> <li>• 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</li> <li>• 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.</li> <li>• If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting and staff cannot maintain a 2m distance and there is a risk of them being splashed with spit/saliva then there may be a case for PPE given we are now in sustained community transmission. A surgical mask should be worn and a risk assessment made over eye protection (it's possible that this would be needed if pupil spitting). If any direct contact/care provided, then disposable aprons and gloves should also be used... a face visor may be the better option.</li> <li>• 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 <a href="mailto:PPE.Supplies@southtyneside.gov.uk">PPE.Supplies@southtyneside.gov.uk</a> for any PPE – explain your reasoning from your RA.</li> </ul>	<p>✓</p>	<p>Staff wear a face covering when moving around school in communal areas at times of high traffic.</p> <p>Prior to September reopening all staff have read the guidance safe <a href="#">working in education, childcare and children's social care</a></p> <p>All staff aware of RA and its content.</p> <p>All staff to follow <b>all</b> advice within this document - control measures &amp; actions.</p>	

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Risk of coronavirus infection spreading to children and staff due to poor communication	<p>Consider the following steps:</p> <ul style="list-style-type: none"> <li>• tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the <a href="#">COVID-19: guidance for households with possible coronavirus infection</a>)</li> <li>• tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</li> <li>• tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</li> <li>• make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</li> <li>• also think about engaging parents and children in education resources such as <a href="#">e-bug</a> and <a href="#">PHE schools resources</a></li> <li>• explain - changes to timetable, social distancing arrangements, staggered start times, expectations when in school and at home to pupils and staff</li> <li>• ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a></li> <li>• talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful</li> <li>• communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers</li> <li>• discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this</li> </ul>	✓	<p>Signage on gate - do not enter if you have any of these symptoms ...</p> <p>Letter to parents explaining measures and drop off procedures</p> <p>Teacher vigilance and age appropriate conversations around symptoms.</p> <p>HT to liaise with LA cleaning SLA regarding increased cleaning and cleaning staffing levels</p>	

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<p>Failure to use test and trace leading coronavirus infection spreading to children and staff</p>	<p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local <a href="#">Public Health England health protection team</a>. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>• <a href="#">book a test</a> if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</li> <li>• provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li>• <a href="#">self-isolate</a> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li> </ul> <p>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.</p> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS <a href="#">testing and tracing for coronavirus website</a>, 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</p>			

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<p><b>Failure to manage confirmed cases of coronavirus (COVID-19) amongst the school</b></p>	<p>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"> <li>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.</li> </ul> <p>if someone tests positive, they should follow the <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a> and must continue to self-isolate for at least 10 days from the onset of their symptoms or the date the test was taken and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10 day period starts from the day when they first became ill 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 10days.</p> <p>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)</p>			



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4<sup>th</sup> August 2020 reviewed and updated 1<sup>st</sup> September 2020

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES IN PLACE AT BIDDICK HALL INFANT AND NURSERY SCHOOL	✓ if in place ✗ if not	IF '✗' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
<p><b>community</b></p>	<p>attended the school – as identified by NHS Test and Trace.</p> <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 10 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"> <li>• 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)</li> <li>• proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>• travelling in a small vehicle, like a car, with an infected person</li> </ul> <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 <a href="#">section 5 of system of control</a> 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> <p>A template letter will be provided to schools, on the advice of the</p>			



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	<p>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 10day isolation period they should follow <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a>. They should get a test, and:</p> <ul style="list-style-type: none"> <li>• if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</li> <li>• if the test result is positive, they should inform 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 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a></li> </ul> <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 <a href="#">testing and tracing for coronavirus (COVID-19)</a>.</p> <p>Local PH contacts: <input type="checkbox"/> 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.</p> <p>days a week by the public health team. <input type="checkbox"/> Public Health England (North East and Yorkshire Region) 0300 303 8596 <input type="checkbox"/> Claire Mawson,</p>			

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<p><b>Failure to contain any outbreak by following local health protection team advice</b></p>	<p>Senior Public Health Advanced Practitioner                      claire.mawson@southtyneside.gov.uk 07776 992033 (parttime Monday-Wednesday am) □ Sam Start, Senior Public Health Advanced Practitioner samantha.start@southtyneside.gov.uk 07776997869 (Wednesday pm-Friday)</p> <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> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>			

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<p><b>Spread of virus during Science, D&amp;T and Food Tech lessons</b></p>	<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. If you have an EMERGENCY i.e. pupil with chemical in their eye, a chemical spill, or radioactive issue. Then please call 07565 114 059 (available 8.30am-5.30pm weekdays)</p>			

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Lack of first aid provision due to staff shortages	Risk assess the current provision – the staff and pupil's medical conditions need to be taken into consideration, e.g. diabetes, allergies and the use of epi-pens, how far you are away from an A&E, etc. Where applicable you will need to ensure least one person who has a full paediatric first aid (PFA) certificate to be on the premises. You may be able to link up with other schools near to you to share first aid provision. <a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</a>		See above re first aid / sick bay.  Pupil Y1 who currently has a stoma bag. Training 9/9/ necessary before this level of medical care can be administered at school.  All teaching assistants have completed recent first aid training to ensure coverage across school.	

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**Reference documents:**

Please see links in original document which update automatically.

**Assessed by:** Mrs Andrea Willis

**Signed:** A R Willis

**Date:** 2<sup>nd</sup> September 2020

**Review Date:** 30<sup>th</sup> September 2020

**Review Date:** 20<sup>th</sup> November 2020

**Review Date:** 18<sup>TH</sup> December 2020

**Review date:** 6<sup>th</sup> January 2021

**Review Date:** 5<sup>th</sup> March 2021

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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.

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