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| **ACTIVITY:** **Coronavirus (COVID-19) Spread and Government Advice**  **Whole school Restart from September** **(Page 1 of 39)** | | | | | | DATE OF ASSESSMENT revision 06. 07.20  13.11.20 - Revised | | |
| **ESTABLISHMENT/SCHOOL**  **Toner Avenue** | | **SECTION/TEAM**  **Education** | | | | | | |
| **WHO MIGHT BE HARMED? Employees, pupils, trainees, students and visitors** | | | | | | **HOW MANY ARE AFFECTED?**  **300+** | | |
| **This document has been produced in conjunction with all Government guidance**  **All risk has been assessed to minimise the spread of the virus as far as possible**  **The risk assessment cannot guarantee safety of pupils and staff but if followed will mitigate risk as far as possible**  **It is staff members’ responsibility read and understand this document and implement the measures described**  **It is staff member’s responsibility to ensure that pupils adhere to all social distancing (SD) measures** | | | | | | | | |
| 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   * Water treatments * Fire alarm testing * Repairs * PAT testing * Fridges and freezers * Boiler/ heating servicing * Internet services * Any other statutory inspections * Insurance covers reopening arrangements * Fire Risk Assessment and evacuation procedures reviewed and disseminated to all staff.   It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe. If buildings have been closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires’ disease. Advice on this can be found in the guidance on [Legionella risks during the coronavirus outbreak](https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm).  Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers’ guidance on [emerging from lockdown](https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown).  Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on [air conditioning and ventilation during the coronavirus outbreak](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm).  In classrooms, it will be important that schools improve ventilation (for example, by opening windows). | | Yes | | **Toner Avenue Action:**   * Caretaker has continued with daily and weekly checks around school in line with his job description. * All external inspections have taken place as arranged. * All PAT Testing conducted prior to Covid lockdown. * Insurance arranged via STC. * Fridges and microwave ovens currently available to staff to be thoroughly cleaned at the end of each day by cleaning staff. * Internet and computing facilities remain the responsibility of current provider - ICT in Schools. * All current school RA reviewed. * Covid 19 Policy shared with staff. * Appendix to current Behaviour Policy implemented. Behaviour expectations explained to parents * There may be incidents in school where social distancing is not safe to do so (eg in case of fire). Where possible SD will be maintained if safe to do so at assembly point.   **Fire procedure:**   * + During this period it cannot be guaranteed that fire wardens will be available.   + The teacher in classroom bubbles is therefore to take charge of pupils and staff in their bubble and ensure everyone leaves the building.   + All other staff to ensure they leave the building as soon as possible.   + Reception staff to ensure a record of all staff on site is available. It is essential that all staff on site sign in at reception.   + Teacher to inform reception staff of any missing people from their bubble.   + No member of staff to enter building if a fire incident is in place unless they are trained as a fire warden.   + Reception staff to telephone 999 emergency services as soon as possible.   + Fire evacuation point to remain as school yard. (quad) | | | L |
| A ‘BUILDING RA COVID’ assessment has been completed for the general running of the building.  **NB:** TWFRS who has confirmed that wedging doors open is not best practice, however due to the COVID-19 crisis wedging classroom doors can be done, but cross corridor doors and doors leading on to a fire escape or stairway must remain in the closed position at all times  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.  As for installing barriers in front of doors this is not acceptable under any circumstance, should an area need to be segregated then the use of signage and Fire Exit Door Security Seals should be used which would snap if the door is forced open allowing anyone emergency egress if necessary. | | This document will be used as our operational & building RA | | **Toner Avenue Action:**   * New internal layouts and access points agreed. * Staff entrance - reception * Pupil entrance and exit -Bubble room doors * Classroom and office doors to be wedged open during use but left closed when vacated. * Hall door to be wedged open. * All internal and external fire doors to remain closed as per normal building practice. * All fire escapes routes to be kept clear at all times, as per normal building practice. | | | L |
| Risk of coronavirus infection spreading to children and staff due to inadequate infection control procedure | Lead/Head teacher to regularly check the latest government advice for schools and to ensure the advice is shared and followed. See links for latest advice – <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>  [Actions for education & childcare settings to prepare for wider opening from 1 June 2020](https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020).  Teachers share key information about hygiene daily. HT DHT and AHT to remind children at the start of the day. Resources are ‘Catch it, Bin it, Kill it’ poster and handwashing video teach pupils about hygiene – information posters are displayed around the school and every classroom.    See bubble rules poster and guidance  Pupils, students, staff and visitors should wash their hands:   * before leaving home * on arrival at school * after using the toilet * after breaks and sporting activities * before food preparation * before eating any food, including snacks * before leaving school * **Soap and water is more effective than using sanitisers**   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.  Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. Face coverings are required at all times on public transport (for children over the age of 11) or when attending a hospital as a visitor or outpatient.   * Minimise contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges * follow the [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) * ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments * clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal | | Yes | | **Toner Avenue Action:**   * Daily updates from DFE forwarded to HT. Forwarded to DHT and AHT to read info within the updates and action as necessary. Info shared with wider school population as necessary. * All government guidelines have been taken into account when assessing the school for risk and for agreeing new building layout. * Key hygiene information located around school. Prevent and symptoms information shared with pupils at the start of each day. Info shared on social media so all school population is aware of measures taken. * Letter to parents (protocol letter link) - asking them to share good practice with pupils at home and to encourage the continuation of this behaviour at school. Letter lists these specific areas of advice. * At additional cost to school, Employment of additional cleaner in school during the day to follow a specific cleaning routine. Cleaner is in addition to normal LA cleaning service the school benefits from.   **Cleaning Information:**   * Cleaners will work in school 7.00 - 8.45 around all areas of the school. * Cleaner to pay particular attention to telephones, copier machines, door handles and doors and keyboards. * After each use of school equipment, staff members are expected to wipe the item clean (eg photocopier, keyboard, telephone, etc). Non classroom members of staff to wipe down their own work area, including chair, telephone, keyboard, at the end of each work shift. These areas will be cleaned by the cleaner but this is an additional cleaning measure. * Each bubble room is equipped with anti bacterial cleaning provisions * Caretaker will be supervising all cleaning in the school. * Caretaker will ensure all cleaning in school will be at the highest level. * All classroom bubbles will have a hand sanitiser station. * All pupils and staff members have access to soap and and water - either in classroom bubble or in the toilet areas. * Cleaning equipment - stock take conducted on a daily basis to ensure good stocks of everything needed in school to ensure good hygiene measures. * All pupils issued with their own stationery wallet - items and bag to be cleaned by pupils at the end of each day. * Teacher to reinforce cleaning and hygiene messages during the day. See bubble guidance * 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 rooms to ensure windows and doors are open regularly to allow fresh air to circulate. * Paper towels to be provided as an alternative to hand dryers. * Waste bins in each room and frequently emptied. * All waste removed at end of each day. * 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 government guidelines. * Goods entering the site will be cleaned. * School will close for all pupils on Friday afternoon to allow for a ‘deep clean’ as well as staff to have PPA without increasing any risks of contamination. | | | Reduced to L  By employment of additional cleaner |
| Risk of coronavirus infection spreading to children and staff due to inadequate infection control procedure | * ensure that all adults and children:   + frequently wash their hands with soap and water for 20 seconds and dry thoroughly.   + clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing   + are encouraged not to touch their mouth, eyes and nose   + use a tissue or elbow to cough or sneeze and use bins for tissue waste (‘catch it, bin it, kill it’) * ensure that help is available for children and young people who have trouble cleaning their hands independently * consider how to encourage young children to learn and practise these habits through games, songs and repetition * ensure that bins for tissues are emptied throughout the day * where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units * prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation * there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting. * Capacity of cleaning staff is adequate to enable enhanced cleaning regime. * Adequate cleaning supplies and facilities around the school are in place. * Arrangements for longer-term continual supplies are in place. * Sufficient time is available for the enhanced cleaning regime to take place.   There is a dedicated helpline number for education and children’s social care related queries for anyone working in early years through to universities, plus parents - 0800 046 8687 – 8am to 6pm (Monday to Friday) or 10am to 4pm (Saturday to Sunday) | | Yes | |  | | | L |
| Child/Adult is unwell and it is believed that they have been exposed to COVID-19.  (New Guidance)  Failure to use test and trace leading coronavirus infection spreading to children and staff  Failure to manage confirmed cases of coronavirus (COVID-19) amongst the school community  Failure to contain any outbreak by following local health protection team advice | Ensure that pupils, staff and other adults do not come into the school if they have [coronavirus (COVID-19) symptoms](https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus), or have tested positive in the last 7 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.  If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow ‘[stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)’, which sets out that they must self-isolate for at least 7 days and should [arrange to have a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.  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.  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.  PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the [safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe) guidance.  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.  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.  Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings).  Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).  Schools must ensure they understand the NHS Test and Trace process and how to contact their local [Public Health England health protection team](https://www.gov.uk/guidance/contacts-phe-health-protection-teams). Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:   * [book a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit * provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace * [self-isolate](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection) if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)   Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS [testing and tracing for coronavirus website](https://www.nhs.uk/conditions/coronavirus-covid-19/testing-for-coronavirus/), 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.  The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new testing avenues as and when they become available and will work with schools so they understand what the quickest and easiest way is to get a test. By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.  Schools should ask parents and staff to inform them immediately of the results of a test:   * if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating. * if someone tests positive, they should follow the [‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance) and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.   Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.  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.  The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:   * direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) * proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual * travelling in a small vehicle, like a car, with an infected person   The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see [section 5 of system of control](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#five) 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.  A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.  Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow [‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance). They should get a test, and:   * if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. * if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following [‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)   Further guidance is available on [testing and tracing for coronavirus (COVID-19)](https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/).  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.  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.  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.  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. | | ✔ | | **Toner Avenue Action:**   * Symptom advice shared on social media. “Do not attend …” poster shared with parents. and in protocol letter and in home school agreement * First aid /sick bay established in Medical room. Only use of this building during this period. * Named first aider on site at all times when pupils are present. If the named fired aider is off due to sickness, HT will allocate staffing to cover this. If it is not possible to have a first aider on site, staff to inform SLT of the incident. SLT is aware to call emergency services if required. No first aid to be administered unless this is by a trained first aider. * PPE available for use by all staff and pupils. Video shared to staff about how to use the equipment safely. * Staff and pupils can wear face coverings if they feel this is necessary but is only compulsory for staff giving first aid. * Staff and pupils wearing face covering are advised to:   + wash hands thoroughly with soap and water for 20 seconds or use hand sanitiser before putting face covering on and after removing it.   + Avoid touching face or face covering as you could contaminate them with germs from hands.   + Change face covering if it becomes damp or or you have been touching it.   + Continue to wash hands regularly.   + Change and wash face covering daily.   + If the material is washable, was in line with manufacturer's instructions. If it is not washable - dispose of it carefully in the normal waste.   + Practise SD whenever possible. * Any child showing any symptoms will be taken to the Medical Room to await their parents collection.   **Procedure for pupils with symptoms**   * Classroom staff take child to Medical Room Sit child near window and open window. * Classroom staff phone named first aider to come over to Medical Room. * When first aider arrives, they put on all necessary PPE equipment. * Once first aider is prepared, classroom staff can now return to their classroom. * First aider to stay with child until collected. * Reception 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, reception staff will inform member of SLT immediately and this will be dealt with as a safeguarding issue. * Once area is clear after use, first aider to inform reception staff and cleaner of cleaning requirement. * Full area not to be used until cleaning is carried out. * **Do not enter, cleaning in progress signs made for cleaners**   **Person with symptoms** -   * Parent MUST organise a test / be given one of the government provided home testing kits * Positive result = minimum of 7 days isolation AND all other people in their bubble & other people they have been in contact with(eg transport) to be tested * Negative result = proof to be given to school before anyone in the bubble is allowed back to school   **Rest of people in bubble:**   * Sent home with recommendation of having a test * If above person comes back positive - they MUST have test and follow Public Health guidelines - 14 days isolation * If above person comes back negative - they can come back to school   **Normal first aid:**   * Normal first aid to be only carried out in this area. * Classroom staff to take child to Medical room and contact named first aide. * Child to sit near window, with window open. * When first aider arrives, they put on all necessary PPE equipment. * Once first aider is prepared, classroom staff can now return to their classroom. * All first aiders to ensure all first aid kits are checked on a weekly basis and supplies replenished. * First aiders to follow government guidelines. * First aiders must wash their hands or use hand sanitiser before and after treating a casualty. * First aiders to consider cross contamination that could occur which was covered in their training. * All waste will be disposed of by bubble staff during the day. * First aider to ensure all protocols are followed (paperwork, informing parents, etc) before the end of the school day. * All trained first aiders must exercise extreme caution when treating any injury to any party as the social distancing measure of 2 metres may have to be breached to facilitate treatment by close and direct contact * First aiders must assess the injured party from a distance of 2 metres and where treatment has been identified as required first aiders must wear latex free protective gloves and protective face masks whilst treating any type of injury or casualty and must wash hands immediately after treatment has been completed. * If a casualty requires CPR then this should be administered by chest compressions only and not rescue breaths as adequate infection control for first aiders cannot be maintained. See recent CPR guidance * First aider to clean areas used during this process before returning to classroom bubble.   **Administration of medication:**   * Administration of medication will be performed in the usual manner, ensuring SD measures at all times. * First aider will administer medication as required to those pupils who require it. * Areas used or touched during first aid will be cleaned by first aider before returning pupil to classroom. * 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.   **Cleaning of toilets after use:**   * Following use of any toilet in the school buildings, staff (floaters) will be asked to clean that area as soon as possible. * After pupil use - classroom staff to inform reception that toilet has been used - reception to tannoy cleaner to contact reception - cleaner will be given information to clean that specific toilet. * After adult use - inform reception staff after use and same procedure will apply * Sick bay / first aid area -disabled toilet will be used by pupils needing to use it whilst in the sick bay/first aid area. | | | L |
| Risk of coronavirus infection spreading to shielded and clinically vulnerable adults  (New Guidance)  Risk of coronavirus infection spreading to shielded and clinically vulnerable persons via pupil or staff attending school | Where schools apply the full measures in the Government guidance and the Building and School RAs, the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.  Advice for those who are [clinically-vulnerable, including pregnant women](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people), is available.  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.  All other staff should continue to attend work, including those living in a household with someone who is clinically extremely vulnerable.  Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the [guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19).  School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.  Further details will be sent to all schools and available on the Intranet.  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.  People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.  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.  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.  Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend education.  Parents of clinically extremely vulnerable children will be receiving a letter shortly confirming this advice.  **Pupils who are shielding or self-isolating**  We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. You should note however that:   * a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19) * shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the [current advice on shielding](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19) * if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below). * some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health.   Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity (as set out in the section below).  Where children to attend school as parents are following clinical and/or public health advice, absence will not be penalised.  Staff who are clinically vulnerable or extremely clinically vulnerable. Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.  Advice for those who are [clinically-vulnerable, including pregnant women](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people), is available.  Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the [guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19).  School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.  People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.  Staff who are pregnant. As a general principle, pregnant women are in the ‘clinically vulnerable’ category and are advised to follow the relevant guidance available for [clinically-vulnerable people](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people).  Staff who may otherwise be at increased risk from coronavirus (COVID-19) Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the [COVID-19: review of disparities in risks and outcomes report](https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes). The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate.  People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace. | | ✔ | | **Toner Avenue Actions:**   * HT will follow all advice given by Government and LA HR on who can return to work and who should remain at home. * Staff who were previously shielding to have meeting with HT / DHT to discuss deployment and roles in school where it is possible to maintain social distancing. * If working on school premises, SD must be adhered to. PPE and cleaning products available to all. * RA to be shared with all school staff; asking all staff members to read the document and reply to say they have done so. Even if a staff member does not reply to say they have read the document, it will be assumed that they have done so and are willing to follow all guidelines outlined. It is felt that as part of the staff team of Toner Avenue School, it is staff’s professional responsibility to read this document. * If a staff member does not agree with any part of the RA, they are to email the HT with their concerns. These will be discussed with HT and other SLT and answer given as soon as possible. * Staff have been and will continue to be given opportunity to raise any concerns they have around their safety via email. * Staff have completed a return to work survey and concerns responded to * All affected staff members have been kept up to date with developments and have spoken to HT. | | | L |
| Risk of coronavirus infection spreading due to large class sizes and reduced space | The school will minimise contacts and mixing between people while delivering a broad and balanced curriculum.  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:   * children’s ability to distance * the lay out of the school * the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)   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.  Points to consider and implement: How to group children Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.  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.  In secondary schools, and key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended. At primary school, and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).  Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized ‘bubbles’. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.  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. Measures within the classroom Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils’ educational and care support should be provided as normal.  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.  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. Measures elsewhere Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.  When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).  Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.  he school will minimise contacts and mixing between people while delivering a broad and balanced curriculum.  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:   * children’s ability to distance * the lay out of the school * the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)   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.  Points to consider and implement: Measures for arriving at and leaving school Travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.  Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them.  They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on [safe working in education, childcare and children’s social care](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care) provides more advice. Other considerations Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.  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.  (Following new guidance from South Tyneside Health and Safety)  Visitors to the school should be restricted to only absolute necessary visits.  In primary schools and education settings teaching year 6 and below, there is no change to the existing position. It is not mandatory for staff and visitors to wear face coverings. In situations where social distancing between adults in settings is not possible (for example when moving around in corridors and communal areas), settings have the discretion to recommend the use of face coverings for adults on site, for both staff and visitors.  Primary school children do not need to wear face coverings.  School can request parents to wear face covering when entering site during drop off and pick up times, but this is not mandatory.  In schools where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.  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.  Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.  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 resources  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.  Music, dance and drama can be undertaken in school so long as safety precautions are undertaken. | | ✔ | | * All rooms in use will have posters and health information on display - specifically targeted at pupils. * <https://drive.google.com/open?id=1k60c1OHBydzxanSJEr6z58Nd9vkNy35v> * Each day will start with teacher asking - have you displayed any of these symptoms since you left school last night. Symptoms - a new, continuous cough, a high temp, loss of taste and/or smell. * Actions performed by school to ensure contact between people is kept to a minimum: * Staff entrance - reception * Pupil entrance and exit - classroom doors   **Detail**:  1. **Reception area / sign in & out area**   * Pens and other equipment must not be shared within reception areas - one member of staff will sign in staff and visitors. * All staff must report to reception area on arrival and at the end of their shift to enable reception staff to sign them in and out. * Essential visitors - reception staff to sign them in and out on paper record. * Visitors to school are discouraged but it is acknowledged that some visitors are necessary. Visitors are deemed to be any adult who is not on the school payroll (including Governors). * All staff to ensure if they are expecting a visitor - they must inform reception staff to add to the calendar. Visitors will not be admitted into building unless they are in the calendar. * All staff members and visits to use hand sanitiser upon leaving the reception area.   2. **Middle door**   * This is the pupil entrance and exit. Guidelines state that we should be keeping people in bubbles. * Identified classrooms will be class bubbles. * Pupils will walk from the yard straight to their bubble entrance   3. **Lunch**   * All pupils will be entitled to receive a school lunch - to be eaten within the Hall or classroom, tables will be spaced to ensure SD. * Children will receive lunch on at specific time in a SD queue - see timetable * <https://docs.google.com/document/d/1agUdN6nzPuQjLqIwQuj2COttva8MJS5F/edit#heading=h.gjdgxs>   4. **On arrival at school**  **Parents dropping off:**   * Member of staff to enforce SD on entrance * Pupils will follow the markings to the yard. * Staff member will be marshalling to ensure lines are followed * Staggered start times for each bubble: * See timetable   <https://docs.google.com/document/d/1IeVZJIJDs8t2Bb3D-Veqv2rFDzG1K1lrA2ciVFTx4pA/edit?usp=sharing_eil&ts=5f05b338>   * Pupils arriving late - will be taken to their class bubble by member of reception staff.   **End of day:**   * Staggered end of day times see timetable above * Parents to collect pupils in accordance to timetable to minimise the amount of adults on site * Pupils to line up immediately on the yard when they get to school - lined out with tape 2 metres apart in their class bubbles. * All 3 accesses to school are to be open Beresford Ave, JohnsonAve, drop off car park. Parents will be advised to use specific entrances where possible to avoid pinch points and congestion at the start and end of day.   6. **Yard & outdoor space**   * Yard - marked out with 2m lines for drop off and pick up. * 2 yard areas - two areas - timetabled for use by different class bubbles at different times.   7. **Moving from yard to classroom bubble**   * Teacher collects pupils from yard and takes them into their bubble - bubbles have different entry / exit points to allow SD * SD lines marked on yard and around school * Library taped off - no books to go home     8.**Classroom bubbles**   * Sanitiser station located at entry of each classroom - all pupils and staff must use this (with consent) on their entry to classroom. * All staff members who would normally occupy the above rooms have been given the opportunity to remove any personal items from room before set up of classroom bubble. * 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&S requirements. * Interventions, where possible, will be undertaken within the classroom and so contained within the bubble. If a specific intervention is needed for 1-1 or group session then the HLTA / TA within that year group will take the session to limit any chance of spreading the infection. They will use either the spare classrooms available or the designated support spaces adjacent to the classroom. The child/ children will follow at an appropriate social distance, will face the staff member when sitting and tables and chairs will be cleaned after use. Hands will be washed / sanitised upon reentering classroom bubble   9. **Equipment**   * Pupils will be given a see through zip bag with their name on holding their own stationery. * All items and bag to be cleaned by pupil at end of each day. * All equipment will be cleaned by pupils at the end of each day. * 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. * Hall will not be used other than for lunch or deliveries. * All deliveries to school - items to be taken into hall and DBe to distribute asap - boxes/items to be wiped down before distribution. * Staff and pupils should not be working away from their designated area unless their specific role allows for this. | | | L |
| Risk of coronavirus infection spreading due to large class sizes and reduced space | Secondary schools and colleges, the same principle of halving classes will normally apply:   * It is also sensible to rearrange classrooms and workshops with sitting positions 2 metres apart. * Where very small classes might result from halving, it would be acceptable to have more than half in a class, provided the space has been rearranged. Again, support staff may be drawn on in the event there are teacher shortages, working under the direction of other teachers in the setting. * Ensure safe entrance and exit routes with appropriate signage in place.   Each setting’s circumstances will be slightly different. Any setting that cannot achieve these small groups at any point should discuss options with their local authority or trust. This might be because there are not enough classrooms or spaces available in the setting or because they do not have enough available teachers or staff to supervise the groups. Solutions might involve children attending a nearby school. If necessary, settings have the flexibility to focus first on continuing to provide places for priority groups and then, to support children’s early learning, settings should prioritise groups of children as follows:   * early years settings - 3 and 4 year olds followed by younger age groups * infant schools - nursery (where applicable) and reception * primary schools - nursery (where applicable), reception and year 1 | | ✔ | | As above. | | | L |
| Risk of coronavirus infection spreading due to large class sizes and reduced space | Keep cohorts together where possible and ensure:   * children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days * the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, (secondary and college settings there will be some subject specialist rotation of staff) * wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days | | ✔ | | **Toner Avenue Action:**  **Classroom bubbles**   * Pupils and staff will stay together for the full day. * Outdoor time timetabled * Children will use the same desk and equipment every day * Cleaning rota followed. | | | L |
| Risk of coronavirus infection spreading due to large class sizes and reduced space | Reduce mixing within education or childcare setting by:   * accessing rooms directly from outside where possible * considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors * staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them * staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms * ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time * noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols) | | ✔ | | **Toner Avenue Action:**   * Establishment of classroom bubbles. * Separate pupil entrance and exit. * Timetable of outdoor time. * Use of hand sanitiser on arrival into classroom (with consent). * Classroom staff to supervise toilet visits - to ensure no overcrowding of these areas. * Classroom staff to supervise hand washing. | | | L |
| Risk of coronavirus infection spreading due to large class sizes and reduced space | Use outside space:   * for exercise and breaks * for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff * although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read [COVID-19: cleaning of non-healthcare settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)   For shared rooms:   * use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) * stagger the use of staff rooms and offices to limit occupancy. | | ✔ | | **Toner Avenue Action:**   * Outdoor equipment such as tyres or bikes removed * Timetable for use outdoor space. * No shared areas apart from toilets - and these will be used under classroom staff supervision. | | | L |
| Reduce the use of shared resources:   * by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff * by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently * resources which are not easily washable or wipe-able have been be removed * although practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts | | ✔ | | **Toner Avenue Actions:**   * See above re individual and classroom resources. * Reception staff to sign people in and out - no use of shared materials in reception. * Additional cleaner employed. * All classroom bubbles have been developed to only have essential equipment in. All items not used have been removed. | | | L |
| Risk of coronavirus infection spreading due to large class sizes and reduced space | Consideration has been given to what activity is more difficult/ not possible to be undertaken with social distancing in place?  Each activity should be risk assessed and should not be run unless the risks can be mitigated   * PE * Practical science lessons * DT/ FT | | ✔ | | **Toner Avenue Action:**   * PPE available for all staff and pupils wishing to use it. * PPE must be used by first aiders * Masks must be used in transport * Staff emailed bubble guidance * LINK <https://drive.google.com/open?id=1Gy1_BruS4c-pnh6VQovAvG8ufZSyf-0Y> * No practical lessons to be undertaken without consent of SLT. If wishing to hold practical lessons, staff member should present a risk assessment of lesson to SLT for consideration. | | | L |
| Poor Psychological / Staff / Pupil Wellbeing – due to personal, workload, returning to school issues, etc. | * Approach to support wellbeing, mental health and resilience in place, including bereavement support * How staff are supported to follow this within their own situations and that of pupils and colleagues is clear.   [covid-19-guidance-for-the-public-on-mental-health-and-wellbeing](https://www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mental-health-and-wellbeing/guidance-for-the-public-on-the-mental-health-and-wellbeing-aspects-of-coronavirus-covid-19) | | ✔ | | * ELSA x 3 on rota each week and available for anyone who needs term * reviewed weekly by HT and ELSAs * Staff given regular updates and emails sent stating SLT and MHC are always available to speak to.   . | | | L |
| Risk of coronavirus infection spreading due to use of transport | Adjust transport arrangements where necessary including:   * encourage parents and children and young people to walk or cycle to their education setting where possible * make sure schools, parents and young people follow the [Coronavirus (COVID-19): safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers) when planning their travel * ensure that transport arrangements cater for any changes to start and finish times * communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times)  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:   * how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school * use of hand sanitiser upon boarding and/or disembarking * additional cleaning of vehicles * organised queuing and boarding where possible * distancing within vehicles wherever possible * the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet   The government is currently evaluating this position and will set out next steps shortly.  **Wider public transport**  STC are currently working with transport providers and schools to plan safe, consistent transport for all staff and pupils.  Families using public transport should refer to the [safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers).  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  It is recommended that any educational visits should not take place during a national lockdown. | | ✔ | | **Toner Avenue Action:**   * Provision for children to cycle and store bikes / scooters | | | L |
| Risk of coronavirus infection spreading to children and staff at schools | To help ensure that the risk of virus spread for both staff and children is as low as possible you should:   * Ensure no visitors will be allowed entry into the building unless directed by the Head teacher or Senior Leader and agreed appointment. * tell children, parents, carers or any visitors, such as suppliers, not to visit the education or childcare setting if they are displaying any symptoms of coronavirus (COVID-19) * consider how children arrive at the education or childcare setting and reduce any unnecessary travel on coaches, buses or public transport * ensure class sizes reflect the numbers of teaching staff available and are kept as small as possible * stagger lunch times, break times and the movement of pupils around the school to reduce large groups of children gathering * discourage parents from gathering at school gates * try to follow the [social-distancing guidelines](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing)   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. | | ✔ | | **Toner Avenue Actions:**   * Visitors will be discouraged however it is accepted that some meetings are essential. These meetings will be kept to an absolute minimum. * Visitors must sanitise their hands before leaving reception area. * Interactions between staff, pupils, contractors and visitors to be kept to 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 video call or email * Parents dropping off and collecting pupils - arrive promptly as the timetable dictates * Deliveries to be taken directly to hall. | | | L |
| Lack of first aid provision due to staff shortages | Risk assess the current provision – the staff and pupils medical conditions need to be taken into consideration, e.g. diabetes, allergies and the use of epi-pens, how far you are away from an A&E, etc. Where applicable you will need to ensure least one person who has a full paediatric first aid (PFA) certificate to be on the premises.  You may be able to link up with other schools near to you to share first aid provision.  <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications> | | ✔ | | **Toner Avenue Action:**   * See above re first aid / Medical Room. * See above re first aid. * See above re staff sickness and in the case of no first aider being on site. | | | L |
| Risk of coronavirus infection spreading to children and staff due to lack of PPE | The majority of staff in education settings **will not require**[**PPE**](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings)**beyond what they would normally need for their work**, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:   * children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way * if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. * If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting and staff cannot maintain a 2m distance and there is a risk of them being splashed with spit/saliva then there may be a case for PPE given we are now in sustained community transmission. A surgical mask should be worn and a risk assessment made over eye protection (it’s possible that this 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. * Education, childcare and children’s social care settings and providers should use their local supply chains to obtain PPE. Where this is not possible, and there is unmet urgent need for PPE in order to operate safely, they may approach their nearest local resilience forum or contact Philip Dixon [PPE.Supplies@southtyneside.gov.uk](mailto:PPE.Supplies@southtyneside.gov.uk)for any PPE – explain your reasoning from your RA. | | ✔ | | **Toner Avenue Action:**   * PPE is available for all to use if requested. * Instructional guidance emailed to staff and displayed * All staff aware of RA and its content. * All staff to follow **all** advice within this document - control measures & actions. | | | L |
| Risk of coronavirus infection spreading to children and staff due to poor communication | Consider the following steps:   * tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the [COVID-19: guidance for households with possible coronavirus infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)) * tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend * tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) * make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) * also think about engaging parents and children in education resources such as [e-bug](https://www.e-bug.eu/) and [PHE schools resources](https://campaignresources.phe.gov.uk/schools) * explain - changes to timetable, social distancing arrangements, staggered start times, expectations when in school and at home to pupils and staff * ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the [Coronavirus (COVID-19): safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers) * talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful * communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers * discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this | | ✔ | | **Toner Avenue Actions:**   * Signage on gate - do not enter if you have any of these symptoms … * Letter to parents explaining measures and drop off procedures * Teacher asking all pupils on arrival at school - have you displayed any of these symptoms since you left school last night? * LA contract cleaning to continue | | | L |
| Are there any other foreseeable hazards associated with this activity?  **YES / NO** | List any additional control measures  Staff sickness procedure:   * If any staff member is feeling unwell - they must inform HT and DHT * If the illness relates to Covid 19, if they have been in school building during past 14 days, all people they have been in contact with must be informed and advised to get tested. These people will not be allowed into school unless they have produced a negative test result or have isolated for 14 days. * Staff member must arrange a test and will only be allowed back to work on production of negative result or after 14 days isolation. * If sickness is not Covid related, staff member to stay off work until they are well. * All staff illnesses will be added to sickness log in usual manner. | |  | |  | | |  |
| **Reference Documents:**  Further information can be found at:  <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>  [Actions for education & childcare settings to prepare for wider opening from 1 June 2020](https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020)  [e-Bug](https://campaignresources.phe.gov.uk/schools)  [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)  [symptoms of coronavirus](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection)  [staying at home guidance](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-people-with-confirmed-or-possible-coronavirus-covid-19-infection)  [guidance-to-educational-settings-about-covid-19](https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19)  [COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19)  [staying-at-home-and-away-from-others](https://www.gov.uk/government/publications/full-guidance-on-staying-at-home-and-away-from-others)  [Early Years Foundation Stage](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)  [covid-19-guidance-for-the-public-on-mental-health-and-wellbeing](https://www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mental-health-and-wellbeing/guidance-for-the-public-on-the-mental-health-and-wellbeing-aspects-of-coronavirus-covid-19)  [Coronavirus (COVID-19): safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers)  [social-distancing guidelines](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing)  <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>  [**PPE**](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings)  [COVID-19: guidance for households with possible coronavirus infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance))  [PHE schools resources](https://campaignresources.phe.gov.uk/schools)  [Working safely during coronavirus](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19) | | | | | | | | |
| **ASSESSED BY**  **Anthony Scott** | | | | **SIGNED** | | | **DATE**  **16.07.20**  **13.11.20** | |
| **LINE MANAGER** | | | | **SIGNED** | | | **REVIEW DATE** | |