



**ACTIVITY:** Coronavirus (COVID-19) Spread and Government Advice

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	Yes if in place No if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
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<b>ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice</b> (REVISION 2) – 04.06.2020 (Page 1 of 24)	<b>DATE OF ASSESSMENT</b> 04.06.2020 14.07.2020 26.08.2020 05.01.2021 1.3.21
<b>ESTABLISHMENT/SCHOOL</b> St Gregory's RC Primary School	<b>SECTION/TEAM</b> All
<b>WHO MIGHT BE HARMED?</b> Employees, pupils, contractors and visitors	<b>HOW MANY ARE AFFECTED?</b> 1 up to 250
<p><b>Steps of admitting more pupils (school has been open for approx 10 key worker and vulnerable children each day during lockdown)</b>          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 to read and understand this document and implement the measures described          It is staff members' responsibility to try and ensure that pupils adhere to social distancing (SD) measures where appropriate.</p> <pre> graph LR     A[Determine capacity of school building] --&gt; B[Determine Staff available to work on-site]     B --&gt; C[Liaise with parents regarding intention to return pupils to school]     C --&gt; D[Undertake &amp; review RAs &amp; develop action plan]     D --&gt; E[Share re-opening plans with Governing Body and staff]     E --&gt; F[Make necessary adaptations to site]     F --&gt; G[Complete identified actions]     G --&gt; H[Inform parents of re-opening plans &amp; expectations]           </pre>	

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<p>This Risk Assessment sets out the decisions taken and measures put in place to prepare for the phased re-opening of the school and ensure the school continues to operate in a safe way. Existing policies and guidance continue to apply alongside the actions within this document, including but not limited to:</p> <ul style="list-style-type: none"> <li>● Health and Safety Policy</li> <li>● First Aid Policy</li> <li>● Child Protection Policy</li> <li>● CYP Response Plan</li> <li>● DFE Guidance relating to COVID19</li> <li>● The Health and Safety at Work etc. Act 1974</li> <li>● Management of Health and Safety at Work Regulations 199</li> <li>● Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013</li> <li>● First Aid Regulations 1981</li> <li>● The Health Protection (Notification) Regulations 2010</li> <li>● Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'</li> </ul>				
<p>Premises and equipment, water, etc. not maintained to statutory requirements:</p>	<p>Premises and utilities have been health and safety checked and building is compliant</p> <ul style="list-style-type: none"> <li>● Water treatments</li> <li>● Fire alarm testing</li>   <li>● Repairs</li>   <li>● PAT testing</li> <li>● Fridges and freezers</li>   <li>● Boiler/ heating servicing</li> <li>● Internet services</li> </ul>	<p>Yes</p>	<ul style="list-style-type: none"> <li>● Caretaker has continued with daily and weekly checks around school in line with his job description.</li> <li>● All external inspections have taken place as arranged.</li> <li>● All repairs are undertaken via STC Asset Management or certified contractor</li> <li>● PAT Testing completed in line with regulations</li> <li>● Fridges and microwave ovens currently available to staff to be thoroughly cleaned at the end of each day in line with current regulations</li> <li>● Boiler and heating serviced by STC in accordance with regulations 03/06/2020</li> <li>● Internet and IT support provided by Smart IT</li> </ul>	<p>L</p>

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	<ul style="list-style-type: none"> <li>Any other statutory inspections</li> <li>Insurance covers reopening arrangements</li>   <li>Fire Risk Assessment and evacuation procedures reviewed and disseminated to all staff.</li> </ul>		<ul style="list-style-type: none"> <li>All current school RA reviewed. Covid 19 Policy shared with staff.</li> <li>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.</li> <li>Use of staff kitchen area - only 1 person allowed at a time.</li> <li>Use of toilet - 1 person in the toilet room at time. If on entering the toilet room - you note the use of one of the toilets - it is staff responsibility to leave the toilet room and wait until it is clear of staff before entering and using the facilities</li> </ul> <p><b>Fire procedure:</b></p> <ul style="list-style-type: none"> <li>The teacher/class lead in each classroom bubble is to take charge of pupils and staff in their bubble and ensure everyone leaves the building.</li> <li>All other staff to ensure they leave the building as soon as possible.</li> <li>Admin staff to ensure a record of all staff on site is available. It is essential that all staff on site sign in to school reception staff.</li> <li>Teacher to inform reception staff of any missing people from their bubble</li> <li>No member of staff to enter building if a fire incident is in place unless they are trained as a fire warden.</li> <li>Admin staff/SS to telephone 999 emergency services as soon as possible.</li> </ul>	

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			<ul style="list-style-type: none"> <li>Fire evacuation point to remain as school playground.</li> </ul>	
	<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><b>Science and chemical stores</b> <b>Check the chemical store:</b> There may have been a spill or leak so keep safe by reading <a href="#">GL246</a> before going in, and check <a href="#">GL247</a> and <a href="#">GL252</a> for further details and advice on what to look for.</p> <p>Be particularly careful if the weather has been hot or you are unsure that the store is ventilated well.</p> <p>If you need any help or advice contact the CLEAPSS Helpline <a href="https://science.cleapss.org.uk/helpline/">https://science.cleapss.org.uk/helpline/</a></p>	Yes	<p>Staff entrance – Main reception area</p> <p>Pupil entrances via Reception Class Entrance, Infant Entrance, Junior Entrance or Dining Hall Entrance (Breakfast/Teatime Club)</p> <p>Rooms to be well ventilated at all times.</p> <p>Internal Fire exit doors have Magna Lock safety features so can remain open where necessary to maintain segregation and safety, will close on alarm sounding.</p> <p>All fire escapes routes to be kept clear at all times, as per normal building practice.</p>	L

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	<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 times</p> <p>Any door wedged open must have the wedge removed when the class is vacant even for the shortest period and the school must risk assess this.</p> <p>As for installing barriers in front of doors this is not acceptable under any circumstance, should an area need to be segregated then the use of signage and Fire Exit Door Security Seals should be used which would snap if the door is forced open allowing anyone emergency egress if necessary.</p> <p>Large quantities of high-alcohol-content hand sanitiser should be stored it in a locked storage cupboard or metal cabinet and controlled like other combustibles.</p>	Yes	<ul style="list-style-type: none"> <li>• New access point for key worker child care provision agreed.(Breakfast Club entrance to Hall)</li> <li>• Staff entrance – Main reception area</li> <li>• Pupil entrances via Reception Class Entrance, Infant Entrance, Junior Entrance or Middle Entrance</li> <li>• Rooms to be well ventilated at all times, classroom exit doors can remain open as agreed with TWFRS</li> <li>• Fire exit doors will not be wedged open, obstructed or locked in any way.</li> <li>• All fire escapes routes to be kept clear at all times, as per normal building practice.</li> </ul>	L

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<p>Risk of coronavirus infection spreading to children and staff due to inadequate infection control procedure</p>	<p>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 - <a href="#">Actions for education &amp; childcare settings to prepare for wider opening from 1 June 2020</a>.</p> <p>Teachers share key information about hygiene daily. HT, DHT SLT 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>Pupils, students, staff and visitors should wash their hands:</p> <ul style="list-style-type: none"> <li>● before leaving home</li> <li>● on arrival at school</li> <li>● after using the toilet</li> <li>● after breaks and sporting activities</li> <li>● before food preparation</li> <li>● before eating any food, including snacks</li> <li>● before leaving school</li> <li>● <b>Soap and water is more effective than using sanitisers</b></li> </ul> <ul style="list-style-type: none"> <li>● 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</li> <li>● follow the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>● ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</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>Yes</p>	<ul style="list-style-type: none"> <li>● Updates from DFE forwarded to all staff by HT</li> <li>● All government guidelines have been taken into account when assessing the school for risk and for agreeing one new access and exit point in the building layout.</li> <li>● Key hygiene information located around school. The Virus, prevent and symptoms information shared with pupils at the start of each day.</li> <li>● Letter to parents - asking them to share good practice with pupils at home and to encourage the continuation of this behaviour at school. Letter lists these specific areas of advice.</li> </ul> <p><b>Cleaning Information:</b></p> <ul style="list-style-type: none"> <li>● Cleaners to pay particular attention to telephones, copier machines, door handles and doors and keyboards.</li> <li>● 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 use their workstation only and wipe down their own work area, including chair, telephone, keyboard, at the end of each working day</li> <li>● Caretaker will ensure all cleaning in school will be at the highest level</li> </ul>	<p>L</p>

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	<ul style="list-style-type: none"> <li>● ensure that all adults and children:               <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> </li> <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> <li>● Capacity of cleaning staff is adequate to enable enhanced cleaning regime.</li> <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> <li>●</li> </ul> <p>There is a dedicated helpline number for education and children's social care related queries for anyone working in early years through to universities, plus parents - 0800 046 8687 – 8am to 6pm (Monday</p>		<ul style="list-style-type: none"> <li>● All pupils and staff members have access to soap and water - either in classroom bubble or in the toilet areas.</li> <li>● All classroom bubbles have hand sanitiser</li> <li>● Cleaning equipment - stock take conducted on a daily basis to ensure good stocks of everything needed in school to ensure good hygiene measures.</li> <li>● All pupils issued with their own stationery and pens/pencils/rulers etc - to be cleaned at the end of each day.</li> <li>● Staff to reinforce cleaning and hygiene messages during the day and supervise hand washing and hand sanitising.</li> <li>● All classroom bubbles and work areas - windows to be open during room use.</li> <li>● 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.</li> <li>● All rooms to ensure windows and doors are open regularly to allow fresh air to circulate.</li> <li>● Paper towels to be provided as an alternative to hand dryers.</li> <li>● Waste bins in each room and they are to be frequently emptied.</li> <li>● All waste removed at end of each day.</li> <li>● Ventilation units have been checked and maintained.</li> <li>● Where a known or suspected Covid 19 case has been reported, a full clean will</li> </ul>	

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	<p>to Friday) or 10am to 4pm (Saturday to Sunday)</p> <p>The school will ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> <li>• has the school enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly</li> <li>• 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</li> <li>• 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</li> <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</p>		<p>be completed as per the specific guidelines given by the government.</p> <ul style="list-style-type: none"> <li>• Goods entering the site will be cleaned.</li> </ul>	

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	<p>education.</p> <p>Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. Face coverings are required at all times on public transport (for children over the age of 11) or when attending a hospital as a visitor or outpatient.</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> <li>• putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:               <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> </ul> </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> </ul> <p>See <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a> for cleaning information.</p>			

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<p>Risk of coronavirus infection spreading to children and staff due to inadequate infection control procedure</p>	<p>If anyone develops coronavirus (COVID-19) <u>symptoms of coronavirus</u> in an education setting they must be sent home and advised to follow the <u>staying at home guidance</u>.</p> <ul style="list-style-type: none"> <li>• 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 of the child and with appropriate adult supervision if required.</li> <li>• 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.</li> <li>• If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</li> <li>• PPE should 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).</li> <li>• In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care</li> <li>• If a member of staff has helped someone who was taken unwell with <u>symptoms of coronavirus</u>, they do not need to go home unless they develop symptoms themselves. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. You can find guidance <u>on cleaning in non-healthcare settings</u>. <a href="#">guidance-to-educational-settings-about-covid-19</a></li> </ul>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Symptom advice shared on social media. “Do not attend ...” poster shared with parents.</li> <li>• Isolation room identified.(Medical Room)</li> <li>• Named first aiders on site during school day.</li> <li>• PPE available for use by staff if required, but compulsory whilst administering first aid/personal care. Video shared to staff about how to use the equipment safely.</li> <li>• Staff and pupils wearing face covering are advised to: <ul style="list-style-type: none"> <li>○ wash hands thoroughly with soap and water for 20 seconds or use hand sanitiser before putting face covering on and after removing it.</li> <li>○ Avoid touching face or face covering as you could contaminate them with germs from hands.</li> <li>○ Change face covering if it becomes damp or if you have been touching it.</li> <li>○ Continue to wash hands regularly.</li> <li>○ Change and wash face covering daily.</li> <li>○ If the material is washable, wash in line with manufacturer's instructions. If it is not washable - dispose of it carefully in the normal waste.</li> </ul> </li> </ul>	<p>L</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 coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). All schools must follow this process and ensure all staff are aware of it.</p> <p>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow '<u>stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>', which sets out that they must self-isolate for at least 10 days and should <u>arrange to have a test</u> to see if they have coronavirus (COVID-19).</p> <p>If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10 day isolation period from the day they develop symptoms. This only applies to those who begin their isolation on or after 30 July. Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for</p>	<p>Yes</p>	<p><b>Procedure for pupils with symptoms</b></p> <ul style="list-style-type: none"> <li>• Classroom staff take child to the isolation room. Sit child near an open window.</li> <li>• Staff to put on all necessary PPE equipment.</li> <li>• SLT/Admin to call parents if any child shows any symptoms.</li> <li>• 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, this will be dealt with as a safeguarding issue by SLT.</li> <li>• Full area not to be used until cleaning is carried out, practise SD whenever possible.</li> <li>• First aider to ensure all protocols are followed (paperwork, informing parents, etc) before the end of the school day.</li> <li>• 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</li> <li>• 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.</li> </ul>	<p>L</p>

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HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	Yes if in place No if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>a 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) guidance</a>.</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 (COVID-19).</p>		<ul style="list-style-type: none"> <li>• 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.</li> <li>• First aider to clean areas used during this process before returning to classroom bubble.</li> </ul> <p><b>Administration of medication:</b></p> <ul style="list-style-type: none"> <li>• Administration of medication will be performed in the usual manner, ensuring SD measures at all times.</li> <li>• Areas used or touched during first aid will be cleaned by first aider before returning pupil to classroom.</li> <li>• Gloves must be worn during this process and hands washed before and after process.</li> <li>• All areas used during this process must be cleaned by staff member administering the medication.</li> </ul> <p><b>Cleaning of toilets after use:</b></p> <ul style="list-style-type: none"> <li>• staff and pupil toilets will be monitored and cleaned during the day.</li> </ul>	

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Risk of coronavirus infection spreading to shielded and clinically vulnerable adults	<p>Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.</p> <p>As a result, on current evidence, PHE and DHSC advise that schools are not currently considered high risk settings when compared to other workplace environments. Rates of community transmission of coronavirus (COVID-19) are now reduced to levels below those seen when shielding was introduced, and shielding measures will be paused from 1 August 2020, with the exception of areas where local lockdown means that shielding will continue. It is therefore appropriate for teachers and other school staff to return to their workplace setting. Accordingly, we expect that staff who need to will attend school.</p> <p>From 1 August, wider government policy on going to work is expected to change, with employers to be given more discretion about where staff work. Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. Some roles, such as some administrative roles, may be conducive to home working, and school leaders should consider what is feasible and appropriate.</p> <p>All staff should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing in line with the provisions as set out in part 5 of the 'Prevention' section.</p> <p>School leaders should explain to staff the measures the school is putting in place to reduce risks. We anticipate adherence to the</p>	Yes	<ul style="list-style-type: none"> <li>HT will follow all advice given by Government and South Tyneside HR on who can return to work and who should remain at home.</li> <li>If working on school premises, SD must be adhered to. PPE and cleaning products available to all.</li> <li>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 staff's professional responsibility to read this document.</li> <li>If a staff member does not agree with any part of the RA, they are to email SLT with their concerns. These will be discussed with HT and other SLT and answer given as soon as possible.</li> <li>Staff have been and will continue to be given opportunity to raise any concerns they have around their safety.</li> <li>All affected staff members have been kept up to date with developments and have spoken to HT.</li> </ul>	L

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	<p>measures in this guidance will provide the necessary reassurance for staff to return to schools.</p> <p>If staff are concerned, including those who may be clinically vulnerable, clinically extremely vulnerable or at increased comparative risk from coronavirus, we recommend school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.</p> <p><b>Staff who are clinically extremely vulnerable</b></p> <p>Rates of community transmission of coronavirus (COVID-19) are now reduced to levels below those seen when shielding was introduced. Shielding measures will therefore be paused from the 1 August 2020, with the exception of areas where local lockdown means that shielding will continue. Therefore, we advise that those who are clinically extremely vulnerable can return to school in September 2020 provided their school has implemented the system of controls outlined in this document, in line with the school's own workplace risk assessment. In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population, taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home and/or workspace.</p> <p><b>Staff who are clinically vulnerable</b></p> <p>Clinically vulnerable staff can return to school in September. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission.</p> <p>This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 5 of the 'Prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take</p>			

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	<p>care to socially distance from other adults including older children/adolescents.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p> <p><b>Staff who are pregnant</b></p> <p>Pregnant women are in the 'clinically vulnerable' category, and are generally advised to follow the above advice, which applies to all staff in schools. Employers should conduct a risk assessment for pregnant women in line with the Management of Health and Safety at Work Regulations 1999 (MHSW)</p> <p><a href="https://www.southtyneside.gov.uk/article/36422/Health-and-Safety-Manual-2019">https://www.southtyneside.gov.uk/article/36422/Health-and-Safety-Manual-2019</a> - see Section 3.10 and Appendix F.</p> <p>The Royal College of Obstetrics and Gynaecology (RCOG) has published <u>occupational health advice for employers and pregnant women</u>. This document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. We advise employers and pregnant women to follow this advice and to continue to monitor for future updates to it.</p> <p><b>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</b></p> <p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the <u>COVID-19: review of disparities in risks and outcomes report</u>, which looked at different factors including age and sex, where people live, deprivation, ethnicity, people's occupation and care home residence. These staff can return to school in September as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future.</p> <p>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p>			

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Risk of coronavirus infection spreading to shielded and clinically vulnerable persons via pupil or staff attending school	<p><b>Pupils who are shielding or self-isolating</b></p> <p>We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. You should note however that:</p> <ul style="list-style-type: none"> <li>• a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)</li> <li>• 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 <u>current advice on shielding</u></li> <li>• 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).</li> <li>• some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at <u>COVID-19 - 'shielding' guidance for children and young people</u>.</li> </ul> <p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools</p>	Yes	<ul style="list-style-type: none"> <li>• Any safeguarding concerns will continue to be reported to the schools DSL for action via CPOMs and face to face contact.</li> </ul>	L

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	<p>should monitor engagement with this activity (as set out in the section below).</p> <p>Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p> <p>Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p> <p>All other pupils must attend school. If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school.</p>			

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<p>Risk of coronavirus infection spreading due to large class sizes and reduced space</p>	<p>The school will minimise contacts and mixing between people while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> <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:</p> <p><b>How to group children</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 the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• All rooms in use will have posters and health information on display - specifically targeted at pupils.</li> <li>• Actions performed by school to ensure contact between people is kept to a minimum:</li> <li>• Staff entrance - reception</li> <li>• Pupil entrance - each year group will use a designated entrance</li> <li>• Only essential visitors will be admitted to the premises and this will be by appointment only, visitors are deemed to be any adult who is not on the school payroll (including Governors)</li> <li>• All staff members and visitors to use hand sanitiser upon leaving the reception area.</li> <li>• Identified classrooms will be class bubbles.</li> <li>• Pupils will enter via their year group designated door.</li> <li>• Parents will collect pupils from the same door. Start and finish times are staggered to avoid congestion.</li> <li>• Parents and carers are asked to wear face masks, maintain 2 metres social distancing and leave the school premises as soon as they have dropped off/picked up their child.</li> <li>• Reception Class will enter via their garden door.</li> <li>• Year 1 and Year 2 will enter classroom bubbles via the infant corridor doors.</li> <li>• KS2 will enter via Junior Corridor doors.</li> </ul>	<p>L</p>

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	<p>However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, boarding houses, dining halls, and toilets, and the provision of specialist teaching. This is the case in both primary and secondary schools, but is particularly difficult in secondary schools.</p> <p>In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.</p> <p>In secondary schools, and key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended. At primary school, and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).</p> <p>Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized 'bubbles'. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups the other measures from</p>		<ul style="list-style-type: none"> <li>Parents will collect pupils from the relevant points on the play yard. Start and finish times are staggered to avoid congestion,</li> </ul> <p><b>Staff breaks</b></p> <ul style="list-style-type: none"> <li>Breaks will be staggered to enable SD in designated staff rooms</li> </ul> <p><b>Lunch</b></p> <ul style="list-style-type: none"> <li>Lunch will be eaten in dining hall and main hall.</li> </ul> <p><b>Parents dropping off and collecting:</b></p> <ul style="list-style-type: none"> <li>See 'Reopening' document</li> <li>Beginning and end of day will be staggered</li> </ul> <p><b>Recording of attendance:</b></p> <ul style="list-style-type: none"> <li>Staff responsible for each class bubble will complete register.</li> <li>Admin staff will transfer information to the relevant document for LA and Government attendance forms.</li> </ul> <p><b>Yard &amp; outdoor space</b></p> <ul style="list-style-type: none"> <li>Outdoor areas to be allocated to bubbles and times staggered.</li> </ul> <p><b>Offices</b></p> <ul style="list-style-type: none"> <li>Admin staff to be located in School Office.</li> <li>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</li> </ul>	

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	<p>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. 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</p>		<p>cleaner but this is an additional cleaning action.</p> <ul style="list-style-type: none"> <li>• All deliveries to school - items to be taken into foyer and distributed asap - boxes/items to be wiped down before distribution.</li> <li>• Staff and pupils should not be working away from their designated area unless their specific role allows for this.</li> </ul>	

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	<p>with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p> <p>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</p> <p>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></p> <p>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</p> <p>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p>			

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	<p>Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p> <p><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.            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.            The Department for Education will be supporting schools across the summer on how best to communicate with parents and pupils (and staff) on what to expect on their return and the procedures and expectations in relation to the control measures schools have put in place.            Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them.</p>			

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	<p>They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on <a href="#">safe working in education, childcare and children's social care</a> provides more advice.</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.</p> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. This will require close cooperation between both schools and the other relevant employers. Schools should have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term. Schools should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.</p> <p>As normal, schools should engage with their local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures.</p>			

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## ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice

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	<p>These programmes are essential for children's health and wellbeing and can also provide benefits for staff.</p> <p>Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.</p> <p>Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>Outdoor playground equipment should be more frequently cleaned. Pupils must sanitise their hands before and after playing on outdoor equipment. To help mitigate the spread on wood play equipment pupils must sanitise their hands before and after playing on outdoor equipment.</p>			

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	<p>Further details on cleaning the equipment will be provided by STC Public Health.</p> <p>KOMPAN Play equipment have stated that “The best way to clean Kompan products and disinfect for Corona virus is to use soap and water, so use normal household cleaning products. Diluted bleach can be used, undiluted bleach must not be used.” Ensure bleach is diluted to the correct level and always follow the guidance on the container and MSDS. If you are to use diluted bleach:</p> <ul style="list-style-type: none"> <li>• Read and follow the instructions</li> <li>• Use the recommended amount of product</li> <li>• Keep out of the reach of children</li> <li>• Use only on appropriate surfaces</li> <li>• Never mix hypochlorite bleach with other cleaning products</li> </ul> <p>It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources</p>			

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Spread of virus during Science, D&T and Food Tech lessons	<p>Schools to follow CLEAPSS (Consortium of Local Education Authorities for the Provision of Science Services) COVID-19 (Coronavirus) in Schools - Returning in September Guidance (20/08/2020)</p> <p>CLEAPSS updated their guidance for schools returning in September. The key guide to read is <a href="#">GL343</a>, this guide should be read alongside all of our COVID-19 guidance (see below for list). Primary schools should refer to the <a href="#">primary website</a> for their guidance.</p> <p>DT Staff should refer to our <a href="#">DT website</a> for their guidance.</p> <p>Science Staff should refer to the <a href="#">Science website</a> for their guidance.</p> <p>CLEAPSS during COVID-19</p> <p>The CLEAPSS office is open Tuesday to Thursday, and helplines are dealt with Monday to Friday 8.30am to 5.30pm.</p> <p>We will continue to answer ALL helplines and continue to develop both emergency guidance for COVID-19 and longer-term developmental guides across all the areas we cover.</p> <p>If you have an <b>EMERGENCY</b> i.e. pupil with chemical in their eye, a chemical spill, or radioactive issue. Then please call <b>07565 114 059</b> (available 8.30am-5.30pm weekdays)</p> <p>If you have a COVID-19, technical or subject based question. Then please email it to <a href="mailto:science@cleapss.org.uk">science@cleapss.org.uk</a>.</p> <p>Please do <b>NOT</b> call the above mobile numbers with routine questions.</p>	Yes		L

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Risk of coronavirus infection spreading due to large class sizes and reduced space	Keep cohorts together where possible and ensure: <ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> <li>• 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</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Pupils and staff will stay together for the full day.</li> <li>• Staff will wear face coverings if they cannot maintain 2 metres social distance.</li> <li>• Outdoor timetables to allocate playgrounds and demarcated areas of field and playgrounds.</li> <li>• Spot cleaning carried out throughout the day.</li> </ul>	L
Risk of coronavirus infection spreading due to large class sizes and reduced space	Reduce mixing within education or childcare setting by: <ul style="list-style-type: none"> <li>• accessing rooms directly from outside where possible</li> <li>• 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</li> <li>• staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them</li> <li>• 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</li> <li>• ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time</li> <li>• noting that some children and young people will need additional support to follow these measures (for example,</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Establishment of classroom bubbles.</li> <li>• Separate pupil entrances and exits established.</li> <li>• Timetable of outdoor time.</li> <li>• Use of hand sanitiser on arrival into classroom (with consent).</li> <li>• Hot lunches eaten in dining or main hall Children collect their lunch from the hatch and then lunchtime supervisors removed dishes from tables once finished. All tables are cleaned thoroughly in between each bubble. Lunchtime staff will set table and provide water for all pupils.</li> <li>• Classroom staff to supervise toilet visits - to ensure no overcrowding of these areas.</li> <li>• Classroom staff to supervise hand washing.</li> </ul>	L

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	routes round school marked in braille or with other meaningful symbols)			
Risk of coronavirus infection spreading due to large class sizes and reduced space	<p>Use outside space:</p> <ul style="list-style-type: none"> <li>for exercise and breaks</li> <li>for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff</li> <li>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 <a href="#">COVID-19: cleaning of non-healthcare settings</a></li> </ul> <p>For shared rooms:</p> <ul style="list-style-type: none"> <li>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 <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>stagger the use of staff rooms and offices to limit occupancy.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Children will use hand sanitiser before and after they have used the outdoor gym and outdoor fixed play equipment</li> <li>Timetable for use of outdoor space.</li> <li>No shared areas apart from toilets - and these will be used under classroom staff supervision.</li> </ul>	L
	<p>Reduce the use of shared resources:</p> <ul style="list-style-type: none"> <li>by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff</li> <li>by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently</li> <li>resources which are not easily washable or wipe-able have been removed</li> <li>although practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning</li> </ul>	Yes	<ul style="list-style-type: none"> <li>See above re: individual and classroom resources.</li> <li>Admin staff to sign people in and out - no use of shared materials in reception.</li> <li>All classroom bubbles have been developed to only have essential equipment in. All unnecessary items not used removed.</li> </ul>	L

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	environment is occupied by the same children or young people in one day, or properly cleaned between cohorts			
Risk of coronavirus infection spreading due to large class sizes and reduced space	<p>Consideration has been given to what activity is more difficult/ not possible to be undertaken with social distancing in place?</p> <p>Each activity should be risk assessed and should not be run unless the risks can be mitigated</p> <ul style="list-style-type: none"> <li>● PE</li> <li>● Practical science lessons</li> <li>● DT/ FT</li> </ul>	Yes	<ul style="list-style-type: none"> <li>● PPE available for all staff wishing to use it.</li> <li>● PPE must be used by first aiders</li> <li>● Staff email - information video attached showing how to use PPE, staff declaration forms re virus and public health notices.</li> <li>● 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.</li> </ul>	L
Poor Psychological / Staff / Pupil Wellbeing – due to personal, workload, returning to school issues, etc.	<ul style="list-style-type: none"> <li>● Approach to support wellbeing, mental health and resilience in place, including bereavement support</li> <li>● How staff are supported to follow this within their own situations and that of pupils and colleagues is clear.</li> </ul> <p><a href="#">covid-19-guidance-for-the-public-on-mental-health-and-wellbeing</a></p>	Yes	<ul style="list-style-type: none"> <li>● Staff given regular updates and emails sent stating SLT and counsellor (PD) are always available to speak to.</li> <li>● Counsellor - available for staff and pupils.</li> </ul>	L
Risk of coronavirus infection spreading due to use of transport	<p>Adjust transport arrangements where necessary including:</p> <ul style="list-style-type: none"> <li>● encourage parents and children and young people to walk or cycle to their education setting where possible</li> <li>● make sure schools, parents and young people follow the <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a> when planning their travel</li> <li>● ensure that transport arrangements cater for any changes to start and finish times</li> </ul>		Not applicable	

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	<ul style="list-style-type: none"> <li>communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times)</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>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</li> <li>by public transport services, we mean routes which are also used by the general public</li> </ul> <p><b>Dedicated school transport, including statutory provision</b> Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport.</p> <p>The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important to consider:</p> <ul style="list-style-type: none"> <li>how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school</li> <li>use of hand sanitiser upon boarding and/or disembarking</li> <li>additional cleaning of vehicles</li> <li>organised queuing and boarding where possible</li> <li>distancing within vehicles wherever possible</li> </ul>			

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	<ul style="list-style-type: none"> <li>the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet</li> </ul> <p>Dedicated school services can take different forms. Some journeys 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.</p> <p>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.</p> <p>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-other-places-of-education-autumn-term-2020</a></p> <p><b>Wider public transport</b> 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 <a href="#">safer travel guidance for passengers</a> and <a href="#">Transport-to-school-and-other-places-of-education-autumn-term-2020</a></p> <p><b>AWAITING LOCAL INFORMATION REGARDING TRANSPORT PLAN</b></p>			

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	Families using public transport should refer to the <a href="#">safer travel guidance for passengers</a>			
Risk of coronavirus infection spreading to children and staff at schools	<p>To help ensure that the risk of virus spread for both staff and children is as low as possible you should:</p> <ul style="list-style-type: none"> <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</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> </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>	Yes	<ul style="list-style-type: none"> <li>• Visitors will be discouraged however it is accepted that some meetings are essential. These meetings will be kept to an absolute minimum.</li> <li>• Visitors will be asked to wear a face covering and must sanitise their hands before leaving reception area.</li> <li>• Interactions between staff, pupils, contractors and visitors to be kept to absolute minimum and work completed remotely where possible.</li> <li>• Meetings will be scheduled only with HT permission.</li> <li>• 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 with HT / DHT approval.</li> <li>• Parents will not be allowed on school site. All necessary meetings will take place via a phone call/conference call/video call.</li> <li>• Deliveries to be taken directly to foyer.</li> </ul>	L
What happens if there is a confirmed case of coronavirus in a setting?	When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days. Their fellow household members should self-isolate for 14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display	Yes	<ul style="list-style-type: none"> <li>• Isolation Room provided</li> <li>• PPE Equipment available for staff to assist with child/adult taken ill</li> </ul>	L

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	<p>symptoms of coronavirus, and are encouraged to get tested in this scenario.</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 14 days. 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 test and trace programme, 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>		<ul style="list-style-type: none"> <li>Parents contacted to take child from building asap</li> </ul>	
Lack of first aid provision due to staff shortages	<p>Risk assess the current provision – the staff and pupils medical conditions need to be taken into consideration, e.g. diabetes, allergies and the use of epi-pens, how far you are away from an A&amp;E, etc. Where applicable you will need to ensure least one person who has a full paediatric first aid (PFA) certificate to be on the premises. You may be able to link up with other schools near to you to share first aid provision.</p>	Yes	<ul style="list-style-type: none"> <li>See above re first aid.</li> <li>Staff rota produced to ensure all medical needs will be taken care of by staff working on site each day.</li> </ul>	L

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	<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>			
Risk of coronavirus infection spreading to children and staff due to lack of PPE	<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</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• PPE is available for all to use if requested.</li> <li>• Instructional video emailed to staff.</li> <li>• All staff aware of RA and its content.</li> <li>• All staff to follow <b>all</b> advice within this document - control measures &amp; actions.</li> </ul>	L

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	<p>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.</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>			
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> </ul>	✓	<ul style="list-style-type: none"> <li>• Signage on gate - do not enter if you have any of these symptoms ...</li> <li>• Letter to parents explaining measures and drop off procedures</li> <li>• Teacher asking all pupils on arrival at school - have you displayed any of these symptoms since you left school last night?</li> <li>• Website to display all relevant guidance</li> <li>• Staff clean throughout the day of commonly touched surfaces eg door handles.</li> </ul>	

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<b>ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice</b>				
<b>HAZARDS (including inadequate / lack of arrangements)</b>	<b>EXISTING CONTROL MEASURES</b>	<b>Yes if in place No if not</b>	<b>IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES</b>	<b>RESIDUAL RISK RATING High, Medium, Low</b>
	<ul style="list-style-type: none"> <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>			
Failure to use test and trace leading coronavirus infection spreading to children and staff	<p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local <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><u>book a test</u> 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><u>self-isolate</u> 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>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>	Yes	<a href="mailto:covid@southtyneside.gov.uk">covid@southtyneside.gov.uk</a> <a href="mailto:covid@st-gregorys.co.uk">covid@st-gregorys.co.uk</a>	L

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	<p>The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new testing avenues as and when they become available and will work with schools so they understand what the quickest and easiest way is to get a test. By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.</p> <p>Schools should ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none"> <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> <li>• if someone tests positive, they should follow the '<u>stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>' and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.</li> </ul> <p>Local PH contacts:</p>			

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## ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	Yes if in place No if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<ul style="list-style-type: none"> <li>The Covid inbox should be used in the first instance to direct any queries, as well as any information regarding any <b>suspected or confirmed cases</b> to <a href="mailto:COVID@southtyneside.gov.uk">COVID@southtyneside.gov.uk</a> This inbox is monitored 7 days a week by the public health team.</li> <li>Public Health England (North East and Yorkshire Region) 0300 303 8596</li> <li>Claire Mawson, Senior Public Health Advanced Practitioner <a href="mailto:claire.mawson@southtyneside.gov.uk">claire.mawson@southtyneside.gov.uk</a> 07776 992033 (part-time Monday-Wednesday am)</li> <li>Sam Start, Senior Public Health Advanced Practitioner <a href="mailto:samantha.start@southtyneside.gov.uk">samantha.start@southtyneside.gov.uk</a> 07776997869 (Wednesday pm-Friday)</li> </ul>			
<b>Failure to manage confirmed cases of coronavirus (COVID-19) amongst the school community</b>	<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) 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. The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p>	Yes		L

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	<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 health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>'. They should get a test, and:</p>			

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	<ul style="list-style-type: none"> <li>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.</li> <li>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 '<u>stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>'</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 <u>testing and tracing for coronavirus (COVID-19)</u></p>			
<b>Failure to contain any outbreak by following local health protection team advice</b>	<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</p>	Yes		L

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	<p>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> <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>Are there any other foreseeable hazards associated with this activity? <b>YES / NO</b></p>	<p><u>List any additional control measures</u></p> <p>Staff sickness procedure:</p> <ul style="list-style-type: none"> <li>• If any staff member is feeling unwell - they must inform SLT (even if they are not on rota to attend school building).</li> <li>• 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.</li> <li>• Staff member must arrange a test and will only be allowed back to work on production of negative result or after 14 days isolation.</li> <li>• If sickness is not Covid related, staff member to stay off work until they are well.</li> <li>• All staff illnesses will be added to sickness log in usual manner.</li> </ul> <p>Grounds:</p> <ul style="list-style-type: none"> <li>• Caretaker to ensure grounds are kept in a safe and secure manner.</li> </ul>			

**Reference Documents:**  
 Further information can be found at:  
[Actions for education & childcare settings to prepare for wider opening from 1 June 2020 e-Bug](#)  
[COVID-19: cleaning of non-healthcare settings guidance symptoms of coronavirus staying at home guidance guidance-to-educational-settings-about-covid-19](#)  
[COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable staying-at-home-and-away-from-others](#)  
[Early Years Foundation Stage covid-19-guidance-for-the-public-on-mental-health-and-wellbeing](#)

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<p><u>Coronavirus (COVID-19): safer travel guidance for passengers</u>  <u>social-distancing guidelines</u>  <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></p> <p><b>PPE</b>  <u>COVID-19: guidance for households with possible coronavirus infection</u>  <u>PHE schools resources</u>  <u>Working safely during coronavirus</u>  <u>Adult and paediatric first aid</u></p>				
<b>ASSESSED BY (Print name)</b> Martin Humble (Executive Headteacher) Alison Dunne (Headteacher)		<b>SIGNED</b> <i>Martin G Humble</i> <i>Alison Dunne</i>		<b>DATE</b> 04.06.2020 14.07.2020 26.08.2020 05.01.2021 1.3.21
<b>LINE MANAGER</b> Mr M Puech (Chair of GB)		<b>SIGNED</b>		<b>REVIEW DATE</b> 03.06.2021

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