

RISK ASSESSMENT TEMPLATE - CAH (Revision: 6)

ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (REVISION 6) – 27.1.2021 (Page 1 of 17)		DATE OF ASSESSMENT 27.1.2021
ESTABLISHMENT/SCHOOL - St Joseph's Catholic Primary School	SECTION/TEAM - CYP	
WHO MIGHT BE HARMED? Employees, pupils, trainees, students and visitors		HOW MANY ARE AFFECTED? 200+
Steps of reopening		
<p>This Risk Assessment sets out the decisions taken and measures put in place to prepare for the phased re-opening of the school and ensure the school continues to operate in a safe way. Existing policies and guidance continue to apply alongside the actions within this document, including but not limited to:</p> <ul style="list-style-type: none"> ● Health and Safety Policy ● First Aid Policy ● Child Protection Policy ● CYP Response Plan ● DFE Guidance relating to COVID19 ● The Health and Safety at Work etc. Act 1974 ● Management of Health and Safety at Work Regulations 1999 ● Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 ● First Aid Regulations 1981 ● The Health Protection (Notification) Regulations 2010 ● Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities' 		

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HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input checked="" type="checkbox"/> if in place <input type="checkbox"/> if not	IF ' <input type="checkbox"/> ' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
Premises and equipment, water, etc. not maintained to statutory requirements:	<p>Premises and utilities have been health and safety checked and building is compliant</p> <ul style="list-style-type: none"> ● Water treatments ● Fire alarm testing ● Repairs ● PAT testing ● Fridges and freezers ● Boiler/ heating servicing ● Internet services ● Any other statutory inspections ● Insurance covers reopening arrangements ● Fire Risk Assessment and evacuation procedures reviewed and disseminated to all staff. <p>It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe. If buildings have been closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on Legionella risks during the coronavirus outbreak.</p> <p>Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown.</p> <p>Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak.</p>	<input checked="" type="checkbox"/>	All relevant paperwork is available for inspection	L

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	In classrooms, it will be important that schools improve ventilation (for example, by opening windows).		Temperatures will be checked regularly by the school caretaker to ensure it remains above the recommended level as stated in Workplace temperature guidelines Gov.uk Staff can request temperature checks as and when necessary	
	<p>The 'BUILDING RA COVID' assessment has been revised and updated for the general running of the building.</p> <p>NB: TWFRS who has confirmed that wedging doors open is not best practice, however due to the COVID-19 crisis wedging classroom doors can be done, but cross corridor doors and doors leading on to a fire escape or stairway must remain in the closed position at all times</p> <p>Any door wedged open must have the wedge removed when the class is vacant even for the shortest period and the school must risk assess this.</p> <p>As for installing barriers in front of doors this is not acceptable under any circumstance, should an area need to be segregated then the use of signage and Fire Exit Door Security Seals should be used which would snap if the door is forced open allowing anyone emergency egress if necessary.</p>	✓	<p>See 'BUILDING RA COVID' document</p> <p>Staff protocol document clearly states that all doors must have wedges removed when the room is not in use, including in an emergency evacuation. See 'COVID-19 PROTOCOL' document</p> <p>Fire Door Security Seals have been purchased and the caretaker will make spot checks to replace if necessary. However, all classes are now being used and these are a measure if necessary.</p> <p>'FIRE PROCEDURE' documents have been reviewed, amended and shared. Fire evacuation procedure has been shared with pupils. Fire practice to take place each term in line with policy</p>	L

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Risk of coronavirus infection spreading to children and staff due to inadequate infection control procedure	<p>The school will ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> • has the school enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly • can the school ensure that there is enough supervision when using hand sanitiser to eliminate ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative • the school will build these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them • Soap and water is more effective than using sanitisers <p>The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Headteacher regularly checks the latest Government advice. This is shared with the appropriate staff.</p> <p>Daily contact with all staff on site Resources to be shared on staff shared area, social media and website</p> <p>Handwashing facilities and hand sanitiser are available in all areas of school Protocol documents reiterate this</p> <p>Guidance included in Protocol documents Signage outside school gates</p> <p>Handwashing facilities and hand sanitiser are available in all areas of school</p> <p>Cleaning protocol and timetable, including temporary employment of cleaning staff, created to ensure regular cleaning of resources etc.</p>	<p>L</p> <p>L</p> <p>L</p>

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	<p>Points to consider and implement:</p> <ul style="list-style-type: none"> ● putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> ○ more frequent cleaning of rooms / shared areas that are used by different groups ○ frequently touched surfaces being cleaned more often than normal ● different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet ● 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 	<input checked="" type="checkbox"/>	<p>Information regarding face coverings shared with staff and parents. Those working across bubbles expected to wear face covering.</p> <p>In primary schools, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.</p> <p>Staff in primary schools will continue to test with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries. Separate risk assessment in place.</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 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.</p> <p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>A clear protocol surrounding symptoms has been shared with all stakeholders. Admin staff are aware of the protocol and can inform parents when necessary.</p> <p>Isolation/quarantine room (ICT room) has been identified , with appropriate resources quickly available (including PPE equipment), and an Isolation Protocol is in place</p> <p>Y6 toilet to be used and thoroughly cleaned and disinfected following use.</p>	<p>M</p> <p>L</p> <p>M</p>

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	<p>cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.</p> <p>As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.</p> <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p> <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>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>COVID 19 Protocol document identifies clear procedure</p> <p>Staff will be advised to clean themselves and change clothes</p>	<p>M</p> <p>L</p>
Risk of coronavirus infection spreading to shielded and	Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions have	✓	Staff have been risk assessed and documentation produced. They are being supported by a member of SLT.	L

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clinically vulnerable adults	<p>been advised to take extra care in observing social distancing in the school.</p> <p>Clinically vulnerable (but not clinically extremely vulnerable) individuals should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If they have to spend time within 2 metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk.</p> <p>School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing. Further details will be sent to all schools and available on the Intranet.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p>	<input checked="" type="checkbox"/>	<p>Clinically extremely vulnerable people should not go to the workplace. Alternative roles can be allocated that can be done from home..</p> <p>Staff have been risk assessed and documentation produced.</p>	L
Risk of coronavirus infection spreading to shielded and clinically vulnerable persons via pupil or staff attending school	<p>More evidence has emerged that shows there is a very low risk of children becoming very unwell from coronavirus (COVID-19), even for children with existing health conditions. Most children originally identified as clinically extremely vulnerable no longer need to follow original shielding advice. Parents should be advised to speak to their child's GP or specialist clinician if they have not already done so, to understand whether their child should still be classed as clinically extremely vulnerable.</p> <p>Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend education whilst the</p>	<input checked="" type="checkbox"/>	Children and staff under these headings are being supported.	L

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	<p>national restrictions are in place. Schools will need to make appropriate arrangements to enable them to continue their education at home.</p> <p>Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend education.</p> <p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity (as set out in the section below).</p> <ul style="list-style-type: none">• Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.			

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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"> • children's ability to distance • the lay out of the school • the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary) <p>It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.</p> <p>Points to consider and implement:</p> <p>How to group children 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 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>✓</p> <p>✓</p> <p>✓</p>	<p>All pupils allocated to a 'bubble' group of pupils within their own year group. Each 'bubble' to have dedicated teaching and learning space and allocated members of staff. Classroom organisation (Y2 upwards) allocated tables in rows to minimise possible contamination. Classrooms have been organised to ensure maximum space between pupils, with a minimum of 1m</p> <p>Due to the notification of school closures to all but vulnerable and key worker pupils, school is only open to this limited group. In order to maintain safety for these pupils and staff, we must limit the number of pupils in some classrooms to 16 (based on safe distancing of a minimum 1m between pupils and 2m for staff/pupil). This may mean we need to prioritise some pupils above others if requested places go above this number. If all eligible pupils attend, numbers may increase and there is a significant risk of bubbles collapsing. As a result, the following pupils will be given priority (in this order):</p> <ol style="list-style-type: none"> 1. Vulnerable pupils 2. Pupils with two parents who are key workers 3. Pupils with one parent who is a key worker <p>This is based on recommendations from the NAHT</p>	<p>L</p>

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	<p>In this guidance for the Spring term, maintaining consistent groups remains important, but given the increase in the prevalence of coronavirus (COVID-19), schools may need to change the emphasis on bubbles within their system of controls and decrease 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. 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</p>	<p>N/A</p> <p>✓</p>	<p>Identification of which pupils are eligible for a place in school will be shared with parents no later than noon each Thursday.</p> <p>Following Government guidelines, all Nursery pupils must be accepted in school if parents request so. In order to safely keep numbers at a lower level, we may need to change the attendance rota provision for our 15 hour pupils. Again, this will be shared with parents before Thursday noon for the following week.</p> <p>Separate entrances/exits have been allocated to groups of children</p> <p>Pupils have been allocated separate areas of outdoors for play/lunch time. Lunchtime rota of meals has been organised.</p>	

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	<p>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</p> <p>When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups described above. Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</p> <p>Measures elsewhere Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group. When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <p>Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		

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	<p>Measures for arriving at and leaving school Travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed. Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them.</p> <p>They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on safe working in education, childcare and children's social care provides more advice.</p> <p>Other considerations Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Outside agencies are not allowed into school unless there is a specific individual need. These individuals must contact the school office ahead of the meeting to ensure safe access to a room etc.</p>	

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	<p>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. Visitors to the school should be restricted to only absolute necessary visits.</p> <p>In primary schools and education settings teaching year 6 and below, there is no change to the existing position. It is not mandatory for staff and visitors to wear face coverings. In situations where social distancing between adults in settings is not possible (for example when moving around in corridors and communal areas), settings have the discretion to recommend the use of face coverings for adults on site, for both staff and visitors. Primary school children do not need to wear face coverings.</p> <p>School can request parents to wear face covering when entering site during drop off and pick up times, but this is not mandatory.</p> <p>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>✓</p> <p>✓</p> <p>✓</p>	<p>Staff room is only used for collection of food and refreshments. One person only to use the photocopier, which must be thoroughly disinfected following use.</p> <p>Staff are expected to wear face coverings when outside their bubble.</p>	

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HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input checked="" type="checkbox"/> if in place <input type="checkbox"/> if not	IF ' <input type="checkbox"/> ' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>Equipment and resources are integral to education in schools..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.</p> <p>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. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, and mobile phones for Y5/6. Bags are not allowed. We dissuade pupils and teachers from taking books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources</p> <p>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Music, dance and drama can be undertaken in school so long as safety precautions are undertaken.</p>	<input checked="" type="checkbox"/>		

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 19 of 30)

DATE OF ASSESSMENT
27.1.2021

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	✓ if in place <input type="checkbox"/> if not	IF ' <input type="checkbox"/> ' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	environment is occupied by the same children or young people in one day, or properly cleaned between cohorts			
Failure to use test and trace leading coronavirus infection spreading to children and staff	<p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> • book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit • provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace • self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new testing avenues as</p>	✓		

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 20 of 30)

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27.1.2021

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input checked="" type="checkbox"/> if in place <input type="checkbox"/> if not	IF ' <input type="checkbox"/> ' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>and when they become available and will work with schools so they understand what the quickest and easiest way is to get a test. By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.</p> <p>Schools should ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none"> • if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating. • if someone tests positive, must continue to self-isolate for at 10 days from when your symptoms started, or when your test was taken and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill or when your test was taken. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.. 			

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 21 of 30)

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27.1.2021

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input checked="" type="checkbox"/> if in place <input type="checkbox"/> if not	IF ' <input type="checkbox"/> ' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
<p>Failure to manage confirmed cases of coronavirus (COVID-19) amongst the school community</p>	<p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person <p>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5)</p>	<p style="text-align: center;">✓</p>		

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 22 of 30)

DATE OF ASSESSMENT
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HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input checked="" type="checkbox"/> if in place <input type="checkbox"/> if not	IF ' <input type="checkbox"/> ' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>of system of control for more on grouping pupils). This should be a proportionate recording process.</p> <p>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 ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’. They should get a test, and:</p> <ul style="list-style-type: none"> • if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. • if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ 			

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 23 of 30)DATE OF ASSESSMENT
27.1.2021

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	✓ if in place <input type="checkbox"/> if not	IF ' <input type="checkbox"/> ' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>Further guidance is available on testing and tracing for coronavirus (COVID-19).</p>			
Failure to contain any outbreak by following local health protection team advice	<p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p> <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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27.1.2021

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	✓ if in place ☐ if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
Risk of coronavirus infection spreading due to large class sizes and reduced space	Consideration has been given to what activity is more difficult/ not possible to be undertaken with social distancing in place? Each activity should be risk assessed and should not be run unless the risks can be mitigated <ul style="list-style-type: none"> ● PE ● Practical science lessons ● DT/ FT 	✓	All PE/fitness sessions will take place in classrooms	L
Poor Psychological / Staff / Pupil Wellbeing – due to personal, workload, returning to school issues, etc.	<ul style="list-style-type: none"> ● Approach to support wellbeing, mental health and resilience in place, including bereavement support ● How staff are supported to follow this within their own situations and that of pupils and colleagues is clear. covid-19-guidance-for-the-public-on-mental-health-and-wellbeing	✓	Mental Health lead on site to support and has allocated morning to support pupils (remotely where possible) MHST and Emotional resilience team will continue 1:1 sessions where available. This will be in line with our Visitor Protocol PSHE/well being included in curriculum	L
Risk of coronavirus infection spreading due to use of transport	Adjust transport arrangements where necessary including: <ul style="list-style-type: none"> ● encourage parents and children and young people to walk or cycle to their education setting where possible ● make sure schools, parents and young people follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel ● ensure that transport arrangements cater for any changes to start and finish times ● communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times) 	✓	Guidance will promote walking to school Cycles / Scooters will be allowed on school grounds Guidance will be shared with families	L

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 25 of 30)

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	<p>Dedicated school transport, including statutory provision Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport. The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important to consider:</p> <ul style="list-style-type: none"> • how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school • use of hand sanitiser upon boarding and/or disembarking • additional cleaning of vehicles • organised queuing and boarding where possible • distancing within vehicles wherever possible • the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet <p>The government is currently evaluating this position and will set out next steps shortly.</p> <p>Wider public transport STC are currently working with transport providers and schools to plan safe, consistent transport for all staff and pupils.</p> <p>Families using public transport should refer to the safer travel guidance for passengers.</p>			

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Lack of first aid provision due to staff shortages	Risk assess the current provision – the staff and pupils medical conditions need to be taken into consideration, e.g. diabetes, allergies and the use of epi-pens, how far you are away from an A&E, etc. Where applicable you will need to ensure least one person who has a full paediatric first aid (PFA) certificate to be on the premises. You may be able to link up with other schools near to you to share first aid provision. https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications	✓	Healthcare plans are in place for all recognised pupils. These have been reviewed and altered to cover COVID 19 All 'Bubble Groups' have access to a paediatric first aider. CPD protocol issued by STC has been shared with all first aiders. This will be reiterated during initial staff meeting.	L
Risk of coronavirus infection spreading to children and staff due to lack of PPE	The majority of staff in education settings will not require PPE beyond what they would normally need for their work , even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including: <ul style="list-style-type: none"> • children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way • if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. • If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting and staff cannot maintain a 2m distance and there is a risk of them being splashed with spit/saliva then there may be a case for PPE given we are now in sustained community transmission. A surgical mask should be worn and a risk assessment made over 	✓	'Staff protocol' document to identify requirements of PPE, where to access it and how to dispose of used PPE equipment.	L

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	<p>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.</p> <ul style="list-style-type: none"> Education, childcare and children's social care settings and providers should use their local supply chains to obtain PPE. Where this is not possible, and there is unmet urgent need for PPE in order to operate safely, they may approach their nearest local resilience forum or contact Philip Dixon PPE.Supplies@southtyneside.gov.uk for any PPE – explain your reasoning from your RA. <p>Read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.</p>			
Risk of coronavirus infection spreading to children and staff due to poor communication	<p>Consider the following steps:</p> <ul style="list-style-type: none"> tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection) tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) 	<input checked="" type="checkbox"/>	<p>Displays will identify symptoms of COVID and tell parents not to bring children onto premises. Communication to parents will also reiterate this.</p> <p>Guidance identifies that only one adult should accompany child and that no meeting between parents can take place.</p> <p>Clear plan in place for children arriving and leaving school, which will be communicated regularly with staff and families. This will be reviewed on a weekly basis.</p> <p>Resources to be shared with families</p> <p>Office staff will only be accessible via appointment. Signage will indicate how to</p>	L

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 29 of 30)

DATE OF ASSESSMENT
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	<ul style="list-style-type: none"> also think about engaging parents and children in education resources such as e-bug and PHE schools resources explain - changes to timetable, social distancing arrangements, staggered start times, expectations when in school and at home to pupils and staff ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this 		contact. Only agreed visitors will be admitted, with strict hand sanitising adhered to. Verbal and visual instructions for 2m social distancing on display inside and outside school. Meeting with cleaning staff to discuss new requirements and adjustment of rota if necessary. Admin to contact suppliers and advise that deliveries to be left outside main school office and collected by school caretaker.	
Risk of coronavirus infection spreading to shielded and clinically vulnerable adults	Those individuals who are clinically extremely vulnerable are advised to work from home and not to go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP, and may have been advised to shield in the past. Staff should talk to their employers about how they will be supported, including to work from home where possible, during the period of national restrictions. All other staff should continue to attend work, including those living in a household with someone who is clinically extremely vulnerable.	<input checked="" type="checkbox"/>		

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 30 of 30)DATE OF ASSESSMENT
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	<p>School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.</p> <p>Staff and children who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend school in line with current guidance.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p>			

Reference Documents:

Further information can be found at:

[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](#)[Coronavirus \(COVID-19\): safer travel guidance for passengers](#)[social-distancing guidelines](#)<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>**PPE**[COVID-19: guidance for households with possible coronavirus infection\)](#)[PHE schools resources](#)

ASSESSED BY (Print name) Paul Craig

SIGNED *P Craig*

DATE 27.1.2021

LINE MANAGER Paul Craig

SIGNED *P Craig*

REVIEW DATE 2.9.2021

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 31 of 30)DATE OF ASSESSMENT
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